

Psychological Bulletin

SYMPOSIUM*

PSYCHOLOGY AND POST-WAR PROBLEMS

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EDUCATIONAL ACCELERATION AND POST-WAR SCIENTIFIC LEADERSHIP

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Need for Acceleration and Change in Graduate Programs. In the school year 1941-2 institutions of higher learning in this country granted 21,075 masters and 3,676 doctorates—indeed a notable total of people with advanced training, and twelve times as many as received such degrees in 1900. But in 1942-3 the total dropped 30%; soon thereafter some graduate schools were reporting to the American Council on Education that "the graduate student is practically extinct." Probably many men of the war generation, who under normal conditions, would have taken graduate work will in consequence of the war never do so. Some will be casualties of some sort; many more will not undertake graduate training because of unwillingness after several years in the service to delay yet longer, by further schooling, an established adult life. After the war, as President Conant of Harvard has remarked in his last annual report,

* This symposium was held on Tuesday morning, September 12, during the 52nd Annual Meeting of the APA. The papers, with the exception of that on "Post-war Problems Relating to Radio and Television by Frank N. Stanton and Paul F. Lazarsfeld, which is not available, are published in this issue in order to bring them before the Members and Associates who could not be present at the Cleveland meeting.

"Three or four years will elapse before the normal flow of civilian students from the undergraduate colleges reaches the graduate level"; during that time there will be almost "no college graduates of appropriate age interested in graduate study except discharged soldiers and sailors."

If the large output of our graduate schools just before the war was any indication of need (and there seem to be few complaints that the country is overburdened with people with advanced training), and if as appears probable the need for men with technical training grows after the war, a severe post-war shortage of such men thus seems inevitable. And post-war planning should consider ways by which the graduate schools might catch up on this need. But there are two other good reasons, possibly helpful in this matter, for special consideration of graduate programs at this time. Immediately after the war those "discharged soldiers and sailors" who will make up the bulk of the graduate school enrollment will present many special problems. They will be—to quote Conant again—"young men in a hurry" and (he adds) rightly so; the able and energetic young man who is eager to get into his career after the delays caused by the war is the kind of young man the universities want. They will be older than the pre-war graduate student, and mature beyond their years. Many will have had special training or experience relevant to their graduate school programs. They will rightly expect not merely lip-service to these facts but some real adjustment of university requirements and procedures to meet their special status and needs—and may not be too patient if all this is not forthcoming. Such adjustments should operate to expedite their progress toward their degrees, and so tend to relieve a little the shortage of men with graduate training.

A third reason for review of graduate programs now is more basic. Now may be the psychological moment to attempt certain long overdue fundamental revisions of them. In particular the program for the doctorate needs scrutiny. Introduced from Germany in the middle of the last century and put on top of a program of general education (the American high school and college) very different from the German, it has since then changed less than any other part of our total educational system—has adapted practically not at all to the American program which it caps, nor to changing circumstances and needs. Such modifications as there have been—the raising of "standards" but with little consideration either of their value or of the soundness of the means employed—remind one of the old dementia praecox case of whom it was said that "as the years pass, she becomes more and more like herself!" Perhaps this time of many changes is the golden opportunity at long last to bring about some adaptive change in the doctorate. And such change might, in one way or another, alleviate the threatened shortage

of young scientists from whom must come the scientific leadership of the future.

Three Needed Changes in the Doctorate. What then have been the important faults of the program for the doctorate? Basic is this: it is not planned in congruence with clear and realistic thinking about its objectives on purposes. As imported from Germany eighty years and more ago its purpose was clear—to train men for research and scholarship. But there have been sweeping changes in circumstance, need, and function since then. And as Dean Jones of the Harvard Graduate School of Arts and Sciences has said in a recent vigorous address (2)

The graduate school of arts and sciences cannot indefinitely claim research as its primary *raison d'être*. It has become a professional, even a vocational school giving professional and vocational training in the same spirit as the law school, the medical school, or the business school.

The realistically logical step is therefore to find specifically what kinds of work people with the doctorate actually do, and then plan graduate programs to prepare them for such work. It was thus admirable that Dean Guthrie's first step, as chairman of the APA committee on graduate programs, was to take such a position, and to turn to Dr. Marquis's admirable inquiry regarding the kinds of work actually done by psychologists for evidence as to what those tasks were. And it is heartening indeed that both this committee and Dr. Moore's analogous AAAP committee are putting stress upon internships and other means of giving real experience under guidance in the doing of various types of professional work. Such steps warrant hope that we may some time get away from the smug assumptions on which most graduate departments in fact seem to operate: that almost any type of psychological training (just so it includes a large dose of good orthodox so-called fundamentals) prepares for almost any kind of psychological work, that training and experience in the actual doing of a particular type of professional work are relatively unimportant if only there have been enough courses and readings about it, and that nothing of sufficient worth to deserve academic recognition is ordinarily learned anywhere than on a campus.

In this last connection a recent statement (7) by Dean Seashore of Iowa is of decided interest:

If the function of our graduate schools is to train students to use the world's knowledge and to add new knowledge to it, surely both faculty and students on war assignments can secure through direct experience a more stringent training, a clearer insight into world problems, and thus make a more vital contribution to the advancement of knowledge than would have been possible within the libraries and laboratories of their pre-war world. . . . The war is a school. Are these graduate students getting higher education for a learned career? The answer is yes.

If students now in the services or war work may be made to feel that such is indeed the graduate school attitude, more of them are likely to return to the universities after the war. And if graduate schools really will count relevant war or work experiences toward a degree, then immediately after the war graduate programs may for many returning service men be thus accelerated.

But will the graduate schools, really, count such experience? Or having given lip-service to its value, will they continue to award degrees entirely on the basis of the usual thesis and examinations? And that brings us to the second basic fault of the usual doctorate program—the narrow, onesided, in large part irrelevant, demonstratedly grossly unreliable, outmoded methods of determining a student's fitness to receive the doctor's degree. In this audience are specialists in measurement and evaluation and in personnel. What would you think of a procedure for determining whether a candidate should be awarded a life certificate as competent in scientific and academic practice which actually made a point of *not* considering the candidate's record to date, which included no determination of ability to do most types of work involved in such practice, and which made the final decision on the basis of examinations which were improvised off-hand on the spur of the moment—and I submit to you that most questions on most oral examinations deserve to be so characterized. The speaker believes he can claim to be the first person to investigate experimentally the reliability and validity of graduate examinations (5, 6). Simple little experiments like having the same unhappy graduate student take several oral examinations all (supposedly) on the same topic but given by different faculty committees showed reliabilities around .30 and validities also dubious. Somewhat similar research at Purdue (8) led to similar conclusions: "The final oral examination is extremely defective as a measuring device. It is not at all reliable; and even its validity, apart from its unreliability, is questionable." All too often the oral becomes an academic form of trial by combat. And in fact the doctorate examination system is, literally, a heritage from the middle ages.

The situation cannot be remedied simply by improving those examinations. For one thing, the examinations just won't improve; most big departments have been talking about doing that for years, but none seem really to have accomplished much. But the whole approach is in large part irrelevant to the problem. Comprehensive written and oral examinations cannot satisfactorily determine insight in dealing with a clinic case, skill in psychotherapy, sense in handling an industrial personnel problem, or ability in teaching. As our programs for the doctorate become more functional the irrelevancy will increase. The most important and most immediate need is (the speaker is convinced) for an

emphatic complete about-face on the vicious graduate school convention (part of the take-over from the German university system) that the final decision as to the awarding of a degree should be based entirely on the examinations. Instead, such very important decisions should be based on *all* the relevant information which can be got. Yes, grades are unsatisfactory. But grades given by at least a dozen faculty members over a four-year period are in total much more dependable than five professors' vote, after two hours' catch-as-catch-can cross-examining of a frightened and half-exhausted candidate and a half hour of jockeying in committee, at six o'clock of a hot afternoon in the last week of school. The consideration should not be confined to grades, however; other evidence regarding the quality and nature of a student's work (and his abilities and personality) should be included, as systematically gathered since his entrance, in a cumulative record. *Interne* experience and other elements in functional programs can then be given adequate weight. The adequacy of a student's total program (and his over-all competency) can be broadly appraised. The examinations would be kept, but their role would be supplementary. With such a system, relevant experience and training in the services could be adequately counted in, and students with such experience accelerated over what would otherwise happen.

Such a change would have another very salutary and probably facilitating effect on graduate programs. If you asked a student what he was doing, the reply that he was working on the improvement of his ability in counselling or job-analysis or teaching would probably surprise you; but you would accept without question the common answer, that he was preparing for his examinations. And being something of a realist he would recognize (though you might not) that this last task was very different from the first; he would also be acutely aware of its deciding importance. His choice of courses and his professional reading are likely, therefore, to be determined in large part by their examination-preparing value. For this purpose, he stuffs his mind to bulging with miscellaneous lore most of which he will never use again. He pores over files of old questions, takes part in post-mortems on others' examinations, practices question-and-answer with other students. Being a practical psychologist, he reviews the publications of each member of the committee and closely studies his hobbies and his prejudices. It seems not too much to say that the average doctoral candidate gives his most anxious attention and over half his total time to these preparations—and that much of this time is wasted and most beside the point so far as preparation for the actual professional life-work is concerned. Particularly will such preparation for examinations and for committee-men be irksome to returned service men, who will have less time and less

patience for academic conventions and small politics. A graduate program stream-lined to go straight for sound objectives of professional training, with competence determined progressively by sound means, should do away with most of all that, save time, and give better training.

A third and last fault of American programs for the doctorate may be briefly mentioned indeed; the degree has been taken too old. The average pre-war age of a bit over 30 meant that a man was past his most healthy and vigorous years physically, and as Lehman (3) has shown, past some of his most creative years intellectually, before he finished his preparation and got into his life-work. Men who have lost time in the war will probably get the degree still older. This fault was not part of the German program, as was strikingly shown (4) by data from a 1916 international who's who in science. The median age of receiving the doctorate was 30 for Americans educated throughout in the United States, but was 24 for Germans educated throughout in Germany. The most important factor would appear to be the delay in completing general education in this country; a German youth might complete the gymnasium at 18 and move into his graduate program, but college graduation in this country averaged 23. In this connection a statement of Dean Jones of Harvard in the paper above mentioned (2) is heartening: "I do not see any reason in nature why a four-year undergraduate course should be the prime prerequisite to graduate training." And he declares that if there are returned veterans who "have not been to college at all but who are mature and who can be found by appropriate tests to be proper candidates for graduate school work, surely the wise thing, the gracious thing, the educationally sound thing is to see that they get the kind of education which their intellectual maturity suggests they need." Perhaps if veterans are thus sensibly dealt with, the practice may spread, and others admitted to graduate work on the basis of fitness rather than degrees.

Means for Bringing about Change. In short, graduate programs need to be made more functional, the means of student appraisal changed accordingly, and programs begun at an earlier age. If these steps were taken, much acceleration to catch up on the war-caused decreased output of our graduate schools should be possible. But as mentioned earlier, graduate programs in this country have shown very little tendency to change. Are there (and here is indeed the most difficult problem) means by which action by the governing boards of graduate schools might be accelerated! My first suggestion is that our national organizations should play an increasing part not only in planning but also in vigorously supporting constructive change in professional training in our science. The committees above mentioned have made a fine beginning. Departments now have a considerable freedom of action within the lim-

its of which they can put into effect certain recommendations of these committees. But might it not be desirable that (for instance) after careful study presumably by one of these committees the APA should officially endorse admission to graduate study on the basis of fitness rather than an undergraduate degree, and recommend means for determining such fitness? Might the Association develop such a graduate student personnel form as suggested a minute ago and, if trial by certain departments shows its worth, recommend a broadened record-appraisal system to graduate schools? The examples may be poor. But I do believe the Association should concern itself far more vigorously than in the past with programs of professional training in psychology.

Certainly veterans coming to graduate school after the war will deserve every reasonable consideration. They will present many problems. Many will have been officers; they will be mature, able, and used to responsibility. Now, students in most graduate schools have less opportunity to affect policy than do undergraduates in many colleges or even youngsters in some high schools! Right after the war should be an almost ideal time to try whether graduate students cannot be given more hand in things. For some years the Department of Psychology at Ohio State University has had an arrangement by which the graduate students each year elect three of their number who sit as regular voting members in almost all department meetings. Most of us feel the arrangement has been very worth while. I have ventured to suggest that there be student members of the Graduate Council—and been told that that would go much to far. Maybe so, though it is here interesting to recall that, in the early days, graduate students seem to have been more active than faculties in making the doctorate really amount to something (1). But some form of real participation by students should bring invaluable help in understanding and dealing with student problems especially those of returned veterans, should lift student morale, should be excellent "interne" experience for those students headed for university careers—and might help accelerate graduate school reforms!

My last suggestion may seem so simple that you will give it little attention—but I consider it most important of all. Academic problems are now dealt with by procedures essentially legalistic and political; the faculty argues, ponders expedencies, and votes its opinions or prejudices. And an idea is not really tried until after it is adopted! How stupid! Instead might the procedures (or at least the attitudes) often be more those of experimental science? Might what could be called the *experiment in practice* become a usual way of dealing with an academic problem? If admission to graduate school without an undergraduate degree may be desirable, then try it with some good students, carefully determine how they do, and base further action on the outcome. Try put-

ting some students on a graduate school committee. Yes, try variations in methods of examination and student appraisal, and see how they work. If only the experiment-in-practice could become a regular and accepted way of going at academic problems, the adaptability and flexibility of educational methods would, I believe, be increased many-fold.

Resume. We are now in the midst of a serious constriction of our sources for the scientific leadership of the future; as soon as the war ends we will be faced with many new and perplexing problems of graduate training. If admission to graduate work could be on the basis of ability rather than degrees, and both programs and means of determining a student's success in them made functional, then a vigorous distinctively American system of graduate training might after the war at last develop. And the output of young scientists should, as one consequence, be accelerated. If the two groups most concerned—the profession as represented by its national organizations, and the students—could find ways to become major participants in this development, and if only all concerned would deal with problems of scientific training like practical experimental scientists and not like lawyers, then such outcomes should quite readily, come about.

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PSYCHOLOGICAL ADJUSTMENTS OF DISCHARGED SERVICE PERSONNEL

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The transition of the service man from military service to civilian life is a process which will challenge the resources of our social structure, and especially the resources of our professional services. Already the transition is under way. Army Separation Centers are in operation, the Veterans Administration is expanding daily, universities are being offered contracts for counseling service to veterans, the GI bill is beginning to operate—these and many other developments point to the fact that the machinery of readjustment is slowly, creakingly, getting under way. Not every one is aware of the fact that more than a million and a half men have already been discharged since Pearl Harbor. The process of transition to civilian life is very much a problem of the present, as well as the future.

Psychologists have not only a significant part in this social process, but a deep interest in the individual soldier and the psychological adjustments which he is called upon to make in becoming a civilian. It is toward this latter aspect that the present paper is directed. It is not a field in which research investigations are as yet available, but we are obligated to examine the casual evidence and the trends in order that psychologists and the psychological profession may intelligently relate themselves to the issues involved.

What are some of the psychological problems of the returning service man and woman? The Separation Centers during their experimental period of operation found that from 65 to 85% of the men wished counseling help of one sort or another. What are some of the adjustments which are most frequently necessary, both as seen by the men and as seen by those who come in contact with them?

Vocational Readjustment. In the first place, there is the psychological problem of relating earlier peace-time vocational skills, and recently learned military skills, to a present occupation. This task of vocational adjustment is a large one, better discussed by others. I mention it first because it has received so much attention, not necessarily because it is most important. It might be pointed out that it represents a trap of a most subtle sort for psychologists. If we regard the readjustment of the service man as centering around the measurement, diagnosis, and allocation of vocational skills, we will not only be performing our function most inadequately, but we are likely, in time, to find our profession much discredited. There are other problems which cut deeper into the

adjustment of the individual than the question of where he will put his abilities to work.

Hostilities. One of these deeper problems is that of the pent-up resentment and hostility which is so frequently manifested by the returned man, and which has been an aftermath of every war for centuries. In a small study which I was privileged to make of aerial gunners returned from combat, more than half of the men were deeply resentful of military discipline in this country, two thirds were resentful of their present assignment, and forty per cent showed hostility toward civilians (3, pp. 13-15, 43-45, 47-49). Some examples may illustrate the situation. One gunner, an intelligent college man, says: "At home I went to a football game. I've always enjoyed them. But all that life and gaiety and luxury—it just makes you so mad, I never even noticed half the game! I just sat there getting madder and madder—even though I know they can't help it." Or another man, also high calibre, blurts out: "I think the best damn thing we could do is bomb half a dozen towns here! The people don't know there is a war on!" Another tells of talking with an old acquaintance, a man who had not been drafted, and suddenly knocking him down. "I shouldn't have done it, but I don't feel sorry." The various frustrations of the veteran's return to civilian life, and the boiling resentments which occur, are well portrayed in a recent semi-fictional article by Hersey (2), and also in the book by Waller (4).

Whether we regard these hostile reactions as due to the continued frustrations of military life, or to a lowered self-control due to combat fatigue, or to the release of repressed aggression in the battle situation, or to the basic injustice which sends one man into danger and keeps another safe, or to the many thwartings which are experienced upon re-entering the civilian world, they are an important present problem with which we must learn to deal. We shall see such attitudes in industry, in our schools and colleges, in the home, in our social and political organizations, and in each one of these settings they will cause difficulty.

We have come to know, in individual therapy, that hostility and aggression may rather rapidly be dissolved by permitting free expression of these attitudes in an understanding atmosphere, in which such bitterness and hate is accepted, without approval or disapproval, as a part of the individual. Will it be possible to translate our methods rapidly enough into group and social procedures to enable us to handle this problem? It is too soon to know. But a "hardboiled" veteran officer was probably expressing a deep truth when he said, "I think if when I get out the world treats me soft, I'll be soft. If it treats me hard, I'll be hard and bitter. That may not be the right attitude, but that's the way I feel."

Disturbances of Self-Esteem. A third major group of psychological

adjustments are those in which a disturbance of the man's sense of adequacy is involved. There is, for nearly all returning men and women, a sense of strangeness about civil life, even to the extent that men feel incapable of handling jobs at which they worked competently for years before the war. There is the feeling of those who return to college that the world of books and intellectual things is fearful and beyond their grasp. There is, above all, a sense of loss of status. Servicemen and women have been part of a struggle upon which the attention of the world was focussed. To drop out of this, to become one citizen among millions, unsupported by a widespread social purpose and a far-flung social group, is a difficult loss to assimilate. With some, the drop in status will be much more sharp, as in the case of air-force majors and colonels, whose peace-time tasks will be sharply reduced in prestige and pay. The blow to self-esteem is very great, and the psychological reaction correspondingly deep.

A part of this disturbance of adequacy will also come from the conflict over the man's desire to remain dependent. The psychological satisfaction of having decisions made by others, of taking little personal responsibility, is as great in this war as in the last, and already men are debating whether they dare to face the demands of civilian life for greater independence. As one officer put it, "I think I'll stay in the service where I'll at least be sure of my three squares a day." Many men will be definitely in conflict as to whether they have the fortitude to launch out again as independent individuals in peace-time living.

In some instances, self-esteem has been given a body blow by the practice of labelling men with diagnostic labels. If the psychological mistake of the last war was the loose use of tests and test results, the parallel error of this war has been the indiscriminate labelling of men as psychoneurotic and the like. We have a phonographic recording of the counseling of one such returned man, an officer, whose neurotic difficulties have been made much worse by being told by a nurse and a psychiatrist all the details of his psychological illness. He knows that he is regarded as having psychasthenia and obsessive compulsions. He has been told that "if the thing ever goes too far, there is nothing they can do for me." The psychiatrist's statement that he might come to a point where he would live in a world of his own greatly upset him. "I think that scared me more than anything else." It is not surprising that he says, "I don't know exactly whether what was wrong with me at first bothers me as much as the fears that have been created in me since then." Far too many men have had their adjustment to later living made more difficult by such professional labelling, which whether correct or incorrect, creates new problems and fears for the individual to meet.

Uncertainty of Purpose. There is another significant cluster of adjust-

ments which the serviceman is called upon to make, and these have to do with purposes and goals. Both experimental data and common sense point out that a clear-cut purpose is one of the basic elements of morale, individual or group. Yet present facts indicate that millions of men will leave the services with no clear or realistic goal. In the group of gunners previously mentioned, slightly over half had no clear concept of what they wished to do when the war was over. With the minority whose aims and goals are definite, little difficulty need be expected. But the men who will prove to be real problems of adjustment to themselves as well as to society are those who make such statements as these: "I haven't the foggiest notion of what I'll do after the war"; "I might stay in the Army. . . . I wouldn't make any definite plans right now, though"; "I'd have to make a new start. I don't know what I'd do"; "I don't have any plans. I never make plans. The things that I've planned for never come to pass."

We should not suppose that this lack of well-defined aims is limited to those who have had no work experience, or to those whose jobs have been lowgrade. A lawyer with experience behind him, whose place in the firm was open to him when he was discharged, was as much perplexed as to what he wanted to do as the man with no previous job. We should also avoid the error of supposing that such lack of purpose will be overcome by forcing men—I believe the new term is processing them—into vocational slots which some psychological expert regards as wise. Purposes of a lasting sort do not develop in that way. Men must be helped to discover the goals, vocational and personal, which they wish to attain, and to adopt them by self-initiated choice.

Combat Residuals. The service man who has been in combat will find it necessary to make another set of adjustments to the residuals of combat strain which still exist in himself. From the limited information now at hand, it appears that some of the most common after effects of combat strain are increased restlessness, disturbed sleep, and a tendency to be hyper-emotional. Mildly neurotic symptoms occur not infrequently. How long these unusual behaviors will continue to be a problem to the individual is not yet known. No doubt much will depend upon the type of environment which he meets, and the degree of understanding he receives.

Restlessness seems to be the most marked of these residuals of combat, and in one study was found to be evident in moderate or marked degree in 70% of the combat gunners (3, pp. 35-38). Frequently they feel that this desire to be "on the go" is more marked after combat than during the combat period. A typical statement made by one of the men is as follows: "I'm too restless. I'm more nervous now than when I was in combat. I have bad dreams at night—dreams of my

buddies being shot down and things like that." Another man simply says, "I feel tense and jumpy all the time." Another puts it in this fashion, "I've been more jittery since I returned than I was in combat. It's not so bad now, though. I'm restless and I can't keep still. I *must* keep on the move." The symptom of sleep disturbances is not so frequent, but is something of a problem to nearly half of the men. And in some instances, the men recognize their own greater reaction to emotional stimuli. For example, "I'll tell you something silly that's been happening to me: In a movie where it is the least bit sad, I want to cry like a baby. I never did that before." The men themselves recognize that all these combat symptoms tend to decrease when they are placed in a satisfying job.

Marital and Family Adjustments. In the field of family and marital relationships, the outstanding problem is the tendency to grow apart. This is probably most marked in the man's tie to his own parents. So different have been the experiences, the values, and the standards of parent and son during the war years that in many instances, unless parents are unusually flexible, the basis of common understanding will have almost completely disappeared. To a somewhat lesser extent this will be true of the man's relationship to his wife and his own family. The community of interests which existed before the war is likely to be sharply reduced.

The picture will not be dark in all cases. Some men, while overseas, found their deepest source of security in their knowledge that they had affectionate, interested wives back home. There is even some indication that this sense of security was associated with freedom from combat strain (3, pp. 30-35, 38-42). In such instances, the readjustment will probably not be too difficult, and will consist in part of overcoming the idealization of the partner during the period of separation.

For many men, however, the adjustment to marital life will be difficult indeed. They will find it difficult to give affection, having long been in a situation where this was unnatural. They will find that physical sex appetites have tended to become divorced from romantic and affectionate feeling. They will find that their explosiveness, their irritability, will crop up in marital, as well as vocational life. Impatience, restlessness, bitterness, are not good ingredients upon which to base family life, as more than one veteran will learn to his (and his wife's) sorrow. As one man put it, "The hardest thing for a woman to learn is to put up with a combat man. A woman can't understand. You get to be sort of strangers."

There can be no doubt that the post-war divorce rate will be high. Students of the situation predict that it may reach a ratio of nearly forty divorces for every one hundred marriages (1). It is likely, if the experi-

ence following the last war is repeated, that marriages contracted during the early post-war period will also be very unstable. Consequently, there is every evidence that there is an enormous field for psychological effort in assisting men and women to accept each other realistically, to build a new and satisfying marital relationship in spite of the factors operating against such stability.

Adjustment to Handicaps. The readjustment of the wounded, the disabled, and the psychoneurotic back to normal civilian life is a whole field in itself. It may be said that the handicapped soldier must make all the adjustments which have been mentioned, and that they exist for him in aggravated form. His bitterness is greater, more difficult to overcome. His sense of adequacy and self-respect and self-esteem is more deeply damaged. His purposes not only need rethinking, but complete reorientation. He is likely to have to deal with marked signs of combat strain. The difficulties of his adjustment to family and marital life are multiplied.

In short, the handicapped man will need not only a whole range of technical aids—specialized medical treatment, artificial limbs, vocational retraining, special vocational replacement—but he will also need thorough-going psychological help which will enable him to make the inner adjustment to his changed status. Unless this help in the realm of purpose, motivation, and self-acceptance is forthcoming, the other aids may go for nothing.

Some Possible Errors. Thus far we have surveyed very briefly some of the areas of psychological adjustment which the returning soldier will face. As we consider the past history of the psychological profession, it is easy to see that there are several ways in which the profession may fail to measure up to the challenge which exists. In the first place, it may disregard one or all of the areas which have been described. This seems incredible, but actually psychology has not always seen or understood the adjustment problems of the individual. The study of the characteristics of the group and of the average individual can lead to a curious blindness to the dilemmas of the individual as a unique person.

In the second place, psychology may focus its attention upon the atomistic, the superficially scientific aspects of the problem. It may center upon the measurements of abilities and aptitudes in relation to jobs. It may do so to an extent that this becomes an end in itself, and the living organism who possesses these abilities is forgotten. The history of psychology is replete with instances of just this sort of professional shortsightedness.

In the third place, the psychologist, called upon to expand his functions during this period, and excited by the opportunity to use his technical professional tools, may come to regard himself as Jehovah, may

take unto himself an authority for directing and regulating individual life which is totally incompatible with genuine democracy, and with a reasonable professional humility. Both in our own profession and in sister professions, we see all too much evidence of the ease with which this attitude may grow. If psychology is to meet the responsibilities which the present situation imposes, it will do well to avoid these errors.

Some Suggested Principles. How may psychology be of maximum service to the returning service man in helping him to build a normal and satisfying relationship to peacetime life? That question can only be completely answered by the profession as a whole, as it moves forward in this realm. It may, however, be constructive to list for consideration certain principles which would appear to be sound in any approach to the discharged man.

1. Treat him as a whole individual, not in atomistic fashion.

No veteran is merely a man without a leg, or an AGCT score of 95, or a mechanical aptitude at the 85th percentile, or a compulsion neurosis, or a personality test profile. He is a totally functioning organism which may include such items as these, but in which the total is more than the sum of its parts. He must be treated as this total individual if we are to do an adequate job.

2. Recognize the importance of emotionalized attitudes.

In the past, we have tended to be concerned with abilities rather than attitudes. Perhaps the learnings of the war have convinced us that the dynamic forces of personality are as important as the abilities which the individual possesses.

3. Recognize the importance of release of feeling, and acceptance of feeling.

In dealing with the aggressive, irritable, attitudes which will be so prominent, as well as with the feelings of confusion, it should be fully realized that the most constructive method of handling these attitudes is to permit them to come fully into the open, without argument or denial, but with acceptance of the person who has these feelings. This will also be true in dealing with the deep and involved feelings about handicaps. To treat the disabled individual casually is all very well, if at some point he has the opportunity to get out of his system all the deep emotional disturbances which his handicap has caused him. Consequently in all dealings with returned men, ample opportunity should be provided for release of emotionalized attitudes.

4. Build on the man's ability to readjust himself, once he has come to see his situation more clearly.

One of the deeply frightening things about the future is the growing distrust in the individual's ability to do things for himself. If as a people we lose that faith, and our institutions increasingly take over the individual's responsibility for himself, then the implications are very grave. This seems all the more unfortunate since a growing body of experience in therapy indicates the most amazing capacity on the part of the individual to face his situation and deal

with it constructively, if he can see it clearly, unhampered by repressions and defensive mechanisms which obscure his own perception of himself. When there is adequate release of pent-up feeling, and thorough-going acceptance of that feeling on the part of the psychologist, then it will be found that the individual has many psychological resources for dealing with the situation himself.

5. *Assist him in discovering satisfying purposes.*

If we do not give first attention to motivation and secondary attention to guidance and placement, we shall be putting the cart before the horse with a vengeance. Thousands of dollars will be wasted by measuring, diagnosing and processing men who have as yet no desire to be placed in a job, or guided in education, because they have not found within themselves the purposes which would make a job or an education a realistic part of life. We need sufficient vision to recognize that a profoundly important psychological task is to help the man to explore his attitudes, his situation, his confusions and his dread of the future, until he begins to see some things which he himself wishes to attain. When he reaches this point, then our various guidance techniques have meaning. Until he reaches such a spontaneous formulation of his aims, guidance is more than likely to be useless.

In a very real sense, the future of psychology is bound up with the way in which we render professional service in meeting the most far-reaching question of the coming decade—the assimilation of the veteran into community life. This paper has endeavored to point out some of the problems and raise some of the issues to which we should give our most critical attention. We have need to be concerned not only with the technical questions involved in each area of psychological effort, but also with the over-all issues of professional strategy and professional philosophy. Our success or failure will hinge to a large degree upon these latter considerations.

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OCCUPATIONAL AND VOCATIONAL COUNSELING OF
MILITARY AND CIVILIAN PERSONNEL DURING
THE PERIOD OF POST-WAR DEMOBILIZATION
AND THE YEARS IMMEDIATELY
THEREAFTER

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We estimate that 20 million persons in the armed services and in present civilian employment will change occupations in the conversion and post-war periods. Many more persons than that will change jobs but remain essentially in the same occupations. Thousands of women and older workers will leave the labor market, but again thousands of youths will enter the labor market for the first time. Such a vast readjustment in our occupational life will require everything that we have in trained personnel, information and techniques. Research over the years provides only a small part of the occupational tools that are required to do the job.

A few months ago, a committee was formed, under the chairmanship of Dr. Ernest Jaqua, by the War Manpower Commission to consider problems regarding the training of some of the personnel to do this huge counseling job that is going to be required in the readjustment period. Persons representing the armed forces, industry, education, and government, were members of this committee. The committee limited itself to positions which are called "Vocational Counselor." The first thing that was done by the committee was to attempt to determine the duties and qualifications of a vocational counselor and the number of these counselors that might be required during the period of readjustment. Exclusive of the armed forces and private industry it was estimated that 12,000 to 15,000 would be required. In outlining the duties of the vocational counselors a composite description of a family of counseling positions was prepared. This description was based upon job analysis reports of counseling positions, U. S. Civil Service Commission data, information from schools and colleges, and other data. It was believed that vocational counseling requires the same basic qualifications whether the person is engaged in vocational counseling in a school or college, in a government agency, or in industry. Thus, if a person could be trained to meet the basic qualifications of this job family he could qualify for employment in a variety of counseling situations and could transfer, after initial employment, among the various institutions and agencies as opportunity permitted.

An outline of training units was developed by the committee to meet the requirements set up in the job description. Obviously, training in

psychology is one of the basic requirements. However, by far the greatest demand for vocational counselors will be for those who have not only a background in psychology but likewise training and background in occupational trends and their interpretation, occupational and industrial information, physical disabilities and their occupational significance, and industrial and governmental personnel practices. The training of such counselors by a university necessarily involves courses in the business school, in the school of education, the department of psychology, and perhaps in the school of medicine.

Obviously there are not going to be enough trained vocational counselors to fill all of the posts where trained vocational counselors are required. We will find psychologists who know little about jobs or the labor market, economists who know little of psychology, engineers whose knowledge of industry may be superb but who have not been trained in the other phases, and many persons with practical work experience but little academic training. Federal Governmental agencies, I can say, will attempt to compensate for the lack of training by giving intensive on-the-job instruction and by arranging short courses with universities and colleges. Arrangements for short courses and refresher courses have already been worked out between Government agencies and a number of universities.

In respect to psychologists a Sub-Committee of the Emergency Committee on Psychology has now begun a study to determine occupational standards and opportunities for psychologists in the post-war period. This committee is obtaining available data from the U. S. Civil Service Commission, State Civil Service Commissions, schools and colleges, clinics and hospitals, and from private industries. Many of you here may be requested to supply data. The Committee will cover all jobs requiring psychologists, not just those involved in the counseling of veterans and displaced war workers. It will also attempt to list occupations for which psychological training is apparently beneficial even though a professional psychologist is not required for the position. Such findings should aid in broadening the opportunities for psychologists in the post-war period and should stimulate universities to offer instruction that is carefully matched to the duties and qualifications of the positions. As in the case of Vocational Counselor, appropriate short courses and refresher courses will be required in order that many can become better qualified for the opportunities in psychology that will prevail. While the problem of trained personnel is much broader than that of vocational counselor or psychologist, it is believed that if we can improve and expand the proper training for these technical personnel, the counseling job to be done has a much better chance of success in the days to come.

Now, I should like to discuss some of the research developments in preparing for this vast counseling job. Counseling is going to be done by many agencies and institutions. There will be more than enough for everyone to do. Tools and techniques carefully applied will be required to make this job a success.

We estimate that there are over 30,000 separate jobs or occupations in industry, business, education, agriculture, and the armed forces. In the *Dictionary of Occupational Titles* we have been able to define and classify approximately 22,000 occupations. These occupational classifications are used in the United States Employment Service, the Veterans' Administration, the armed forces, and by many schools, other agencies, and by private employers. The definitions and classifications were developed from nearly 100,000 job analyses made in various parts of the country. Additional coverage of jobs is being obtained continually.

While the definitions and classifications of these specific occupations are widely used throughout the country, it has been found necessary to develop a classification for entry fields of work in order to aid in the counseling, training and placement of veterans and displaced war workers who have limited occupational experience or who, because of circumstances, plan to enter a field of work or an occupation different from their accustomed job. A preliminary classification of entry fields of work was developed in 1941. We have now completely revised and enlarged this document. It will be off the press next month and is known as Part IV of the *Dictionary of Occupational Titles*. It has the following characteristics:

1. In the entry occupational classification, occupational activities are grouped into six general groups with further sub-classifications arranged according to a five digit classification plan. One major grouping, for example, is manual work. Manual work is defined and is broken down into three fields; namely observational work, manipulative work, and elemental work. Each of these categories is, in turn, divided into several more specific fields. A job seeker or a person seeking training may be classified for placement or training in a broad category or in narrow category according to his background and interests.

2. For each entry occupational classification, illustrations of specific jobs for beginners in the field are shown and also the "promotion to" jobs are revealed which the beginner may achieve after experience.

3. In using the entry occupational classification, a counselor can readily survey with the counselee the general fields of work according to meaningful categories rather than attempt to counsel in terms of thousands of specific occupations.

Part IV has also been useful and will continue to be useful in classifying training courses and in outlining training programs. Part IV is designed to be used with other occupational tools including trade and aptitude tests, job descriptions, information concerning training facilities, labor market information, job families, and the like. A new simplified

interest questionnaire has also been developed which is directly related and can be interpreted in terms of Part IV entry classifications.

Transfer from military to civilian jobs. We estimate that there are approximately 3,000 occupations in the armed forces when they are grouped according to the same standards we use in the classification of civilian jobs in the *Dictionary of Occupational Titles*. It is, of course, necessary to know the relationship between military jobs and those found in civilian life.

In the entry occupational classification just described, there is also an index of military jobs showing the related civilian fields of employment for each military category. Similarly a listing of civilian vocational training courses is provided whereby any course so listed can be related to the fields of work to which it has application.

The relating of military jobs to fields of civilian employment is not enough, however: In the counseling of returning veterans it is also necessary to know what specific civilian occupations are most closely related to military specialties. During the past months we have been studying these relationships and documents showing tables of related civilian jobs for both Navy and Army jobs are now available for purchase from the Superintendent of Documents. These cover enlisted men's jobs only. Officer jobs are in process. For each military job a list of 20 to 30 civilian jobs is shown. Also included are brief estimates of the kind and extent of training which is required to achieve proficiency in the civilian occupations. For each group of related civilian occupations there is also shown a list of the major physical activities involved in those jobs and the typical working conditions under which they are performed. By the use of the *Dictionary of Occupational Titles* or by appropriate job families it is possible for the counselor to expand further the list of related civilian jobs originally shown. These tables of related jobs are used by the Army and Navy in their counseling as well as by the United States Employment Service and the Veterans Administration and other agencies.

Form 100, separation qualification record of the Army contains space for the civilian conversions of the military occupations. The Navy will also issue a list of appropriate related civilian jobs to each individual discharged. Thus each veteran at time of discharge will be given information regarding related civilian occupations. When a veteran is given counsel by a civilian agency later, considerable time should be saved if the veteran has this information in his possession. The separation forms used by the Army and Navy are not limited of course to related civilian jobs. They include military occupations, service training courses, off-duty-educational courses, name of employer last worked for, usual civilian occupation, highest school grade completed and other information.

At present the United States Employment Service is making 50,000 World War II veteran placements per month.

Aptitude tests. A good deal of the research done during the war in aptitude testing may be very useful in our counseling of veterans and displaced civilian workers. We need to know much more, however, about the civilian occupational significance of tests given in the armed forces. Some veterans will have in their possession a list of tests taken and scores obtained. What do these scores mean in terms of fields of work, occupations, and jobs?

During the past ten years, the Division of Occupational Analysis, now located in the War Manpower Commission, has developed as one phase of its program aptitude-test batteries for about 180 different occupations.* Most of these batteries are for the purpose of selecting applicants for specific jobs or training courses; a few are designed to select applicants for general fields of work such as clerical or machine shop occupations. The validation procedure employed by the Division involves a number of steps. After a complete job analysis has been made, an experimental battery of tests is administered to a carefully selected experimental sample. A reliable criterion of work performance is selected, and the experimental tests are validated against the criterion. The best weighted combination of tests which have been found valid for the occupation constitutes the aptitude-test battery. Check studies and follow-up studies are then conducted to verify the validity of the battery for additional occupational samples.

The difficulties encountered in aptitude studies have to do chiefly with the development of a reliable criterion and with the selection of the experimental sample. It is very difficult to find a large occupational sample for whom a comparable criterion is available. Another problem is that an aptitude-test battery standardized entirely on an employed sample will distinguish good from poor employees but its validity for differentiating the employed population from the general population is unknown. For example, adding machine operators have more numerical facility than the average but no arithmetic test occurs in the adding machine operator battery because it did not show sufficient validity in differentiating poor from good operators.

We have constructed about 120 tests. Three factor analysis studies of these tests have been completed and two more are in process. The following factors have thus far been identified: verbal, numerical, spatial, reasoning, perceptual, motor speed, aiming, manual dexterity, and finger dexterity. The latter three appear to be types of muscular coordination, although the aiming factor is found in paper-and-pencil tests of

* See "Ten Years of Occupational Research," *Occupations XXII* (1944), pp. 387-442.

the dotting and tapping types. Manual and finger dexterity differ only in the fineness of coordination and are found in the apparatus tests. All the others are very similar to those found by numerous other investigators.

Within the past year there has been a major shift in emphasis in the program from the development of tools to be used as selection aids to the development of tools to be used in counseling. To meet this need a preliminary general battery was constructed from the specific batteries so far developed. It consists of 24 individual tests including three apparatus tests and requires three hours of administration time. This battery has considerable immediate usefulness for it can be scored for 68 different occupations. However, all known abilities are not adequately sampled and occupational coverage is far from complete. Several investigations are now underway which we hope will provide us with the materials for a more complete general counseling battery with a wide range of occupational norms. In view of the results of our factor studies, some new tests are being developed and some of the old ones will be revised in an effort to obtain pure measures.

A further analysis is now being made of the occupational data we have collected over the past ten years. The means, sigmas, and validities for each test for each occupational group to which it was administered are being compared and summarized so that the occupations can be grouped according to the similarity of test scores and hence of aptitudes of employed representatives of these populations. Broad fields of occupations on the basic aptitudes must be established because it is not feasible to make predictions for 30,000 specific occupations. We are also considering another method of grouping occupations based on an inverse factor analysis of factor scores for specific occupations converted from the test scores.

These various studies will provide a basis for determining the content of an experimental counseling battery and will suggest a preliminary grouping of occupations. It is hoped to limit these groups to 15 or 20 and then validate and standardize the battery for a large variety of occupations. There are enormous problems in this program not only in techniques but in the philosophy of placement of personnel. The assumption that occupations can be classified in significantly different groups on the basis of a few specific aptitudes is yet to be tested. Within each field various ability levels exist. For counseling purposes upper and lower critical scores must be considered as well as mean levels of ability. Perhaps the general battery will serve only as a core battery, after which various specific batteries will be needed to narrow the occupational possibilities for the applicant.

Trade tests. In addition to the aptitude test program just described

we have begun a program of developing and standardizing trade tests for peacetime occupations. We find it necessary also to revise many of the trade tests which were developed for peacetime occupations before the war. At present we have trade tests developed for about 250 occupations.

The physical demands of occupations. The counseling of the disabled is a very broad and difficult subject. I can take time to mention only one of the many developments. In the early days of our occupational research program, attention was given to the physical factors of jobs with special consideration to the use of handicapped workers in various occupations. This has developed into the physical demands approach to the analysis of jobs which places emphasis on the physical activities and working conditions. In conjunction with this approach there has been developed a companion technique known as the Physical Capacities Appraisal which is used by the physician in estimating the physical activities which a worker can perform and the working conditions under which he can be employed. It is important that this information be known in order that the physical capacities of a worker may be matched with the physical demands of a job so that the worker may be placed on the job which he is physically capable of performing.

This technique of matching the individual worker to a specific job is believed to be much better than the practice of listing jobs which can be performed by persons with various disabilities since such lists convey the idea that the occupations listed are the only ones which can be performed by these persons. Furthermore, the technique places emphasis on the physical assets of the worker rather than on his liabilities as was done with the listing of jobs "suitable" for handicapped persons. Many employers throughout the country are adapting the physical demands approach to their own employment procedures. It is also possible to prepare general physical demands information from a number of Physical Demands Analyses of the same occupations from several different plants. This composite will need to be verified locally before a handicapped person is placed in a specific job opening. Considerably less time is involved in verifying a composite description than in making an original analysis each time. The general type of physical demands information is useful in the counseling when it is used with discretion.

Added coverage for the Dictionary. The *Dictionary of Occupational Titles* is at present probably the most widely used occupational document in the world. Six thousand copies are in use by the armed forces, civilian Government agencies have obtained 24,000 copies, and private industry has purchased 11,000 copies. A total of 56,000 copies are in use in the United States and foreign countries.

The original preparation of the Dictionary took several years and it

was not possible to cover all occupations by the time it was first issued. Since its publication in 1940, supplements have been issued from time to time. The present supplement includes 4,500 definitions not found in the original document. It is estimated that six thousand jobs must be analyzed each year to keep the Dictionary current once all jobs have been initially covered.

In the preparation of the Dictionary the jobs in which the greatest numbers of workers are employed were studied first. Thus the present Dictionary and its supplement are relatively more complete for clerical, sales, skilled, semi-skilled, and unskilled occupations, than for professional and semi-professional occupations. These latter groups are now being given added attention to round out the Dictionary more fully. The Division of Occupational Analysis welcomes comments from the users of the Dictionary regarding jobs which appear not to be covered or where definitions should be revised. Immediately in prospect is the adding of definitions of professional occupations in all industries. Also, concentration is being made in improving the coverage in plastics, electrical manufacturing, and paper and pulp industries.

Conversions between civilian occupations. Conversations between civilian wartime occupations and civilian peacetime occupations are in the process of development. These conversions are being developed on a national scale to meet nation-wide needs, and they are also being prepared to meet a specific need in a given community when assistance is requested.

During the past two years over 8,000 establishments in the war effort have prepared manning tables.* The manning table was used chiefly with the replacement schedule as a tool for an orderly withdrawal of workers to the armed services, in order that war production would be affected to a minimum. The manning table shows all of the jobs in the establishment according to the standard titles and definitions of the *Dictionary of Occupational Titles*. The number and percentage of workers in each occupation by department and total plant is also shown, including the training time for each job. Although other items are also included, the above enumerated items for the 8,000 war establishments are necessary in the development of related occupations between war production and civilian production establishments.

For each of a number of war industries an industrial manning table or occupational pattern has been prepared giving a composite for the industry. This shows the occupations in the industry according to the titles and definitions in the Dictionary, including the percentage of workers in each occupation or group of related occupations. Thus, there

* See "Manning Table—A Personnel Blue-Print," *Occupations*, XXII (1943), pp. 20-23.

is now available considerable information regarding the patterns of occupations in war industries. The patterns are useful in making estimates of the skills of workers to be affected by a future reduction in war production, and the industrial and plant patterns give the correct titles of occupations for which related civilian peacetime jobs must be determined. The tables of related jobs are called Industrial Job Families. They were prepared in considerable numbers to aid in conversion from peace to war. These are being arranged in reverse order to aid in the transfer from war to peace. Thus we will have tables of related jobs to help in counseling the displaced war worker as well as in the case of the veteran.

EXPANDING OPPORTUNITIES FOR WOMEN PSYCHOLOGISTS IN THE POST-WAR PERIOD OF CIVIL AND MILITARY REORGANIZATION

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The title of this paper implies a prediction and a distinction. The prediction is obviously subject to all the hazards inherent in any attempt to forecast the turn of future events. The distinction also enters into the prediction insofar as it implies that the areas of psychological service and investigation for which women are eligible are more or less distinct from those held chiefly by men.

That in the past women as a group have taken a less active part than men in advancing psychology as a science and as a profession is undeniable. The contributions of women to basic psychological theory have been few. The majority of women have shown little aptitude for devising research techniques of wide applicability, for formulating new problems or searching out new approaches to old ones. Their contributions to the psychological literature have been fewer and shorter than those of men.

A comparison of the number of publications listed in the 1943 volume of the *Psychological Abstracts* for a 50 per cent sample of the names in the 1944 *Yearbook of the American Psychological Association* classified according to sex and to type of membership yielded the following figures: Of the men members, 49.5 per cent had published at least one book or article during the year; of the women members, 31.9 per cent had one or more listed publications. For men and women associates, the corresponding figures were 21.0 per cent and 10.7 per cent. The largest number of publications by a single author within the sample tabulated was as follows: men members, 8; women members, 6; men associates, 7; women associates, 3. The average number of publications for men members was 1.03; for women members, 0.61; for men associates, 0.32; for women associates, 0.12. These figures are very similar to those obtained in a study based upon the bibliographies in the second edition of the *Psychological Register* by Professor John E. Anderson and myself which is as yet unpublished. In the latter study it was found that publications by women psychologists are not only fewer in number but on the average they are of shorter length.

In a recent article by Bryan and Boring,* it is shown that women psychologists are not appointed to administrative offices within the American Psychological Association in proportion to their numerical representation in the Association. Bryan and Boring suggest that this may be due, at least in part, to the *scientific* nature of the organization and the fact that women are not usually thought of as *scientists*. Perhaps

* Bryan, Alice I., and Boring, E. G., Women in American Psychology. *Psychol. Bull.*, 1944, 41, 447-454.

there is justification for this way of thinking. Be that as it may, since it is not easy for a professional man or woman to achieve more than a local reputation except through publication, the fact that women are less productive than men means that they stand less chance of being elected to office because they are less well known. It is beyond the province of this paper to attempt to account for this difference and it is probably unnecessary to state that there are and have been in the past a good many notable exceptions to the general rule. But on the average the difference exists, and its consequences are both real and inescapable. Moreover, it does not appear that the lowering of the sex barriers to educational opportunity during recent years has greatly affected the sex difference in scientific achievement. During the nineteenth century, few of the large eastern universities admitted women to their graduate schools. Nevertheless, such women as Calkins, Washburn and Ladd-Franklin attained high distinction in their profession.

Thus, in considering the question of post-war expansion of opportunities for women psychologists, it becomes obvious that at least four factors should be taken into account.

1. We must consider the likelihood that post-war conditions will give rise to increased need for psychological services, particularly in certain fields.

2. There is the question of the competence of women to meet these needs, and of their interest in the particular problems involved.

3. There is the possibility of sex prejudice operating in such a way as to create an artificial but nevertheless real handicap for women who attempt to enter the tabooed areas. Such prejudice may operate in either or both of two ways. It may serve as an initial barrier making it difficult or impossible for women to demonstrate their capacity for doing the work at all or, to the extent that such prejudice exists within the group to whom service is to be rendered, it may militate against the usefulness of women for certain types of work, regardless of their ability. For example, if, as some have suggested, many of the returning service men are likely to be distrustful of vocational advice given by women, or unwilling to discuss their personal problems with them as frankly as they would with men, it is evident that women would be severely handicapped in attempting to render such service, no matter what their training and ability may be.

4. Finally and perhaps of chief importance is the question of the degree of initiative likely to be displayed by women in recognizing the areas in which psychological research and service is needed and by their own efforts and accomplishments expanding the opportunities available to them in the post-war period.

Returning for a moment to the title of this paper, I should like to stress the point that the word "expanding" should be regarded as a verb and not as an adjective. We sometimes speak of opportunities as "given" or "offered." In the scientific world, however, opportunities rarely come fortuitously. They must be created. And I believe it is not unfair to say that if, in the past, women psychologists have been accorded somewhat

less recognition than men, at least a part of the difference may be ascribed to less outstanding accomplishment. If opportunities for women in psychology are to expand the impelling force must come from within. Women must train themselves to see beyond the little routine problem with which they have too often been preoccupied in the past and concern themselves with larger issues. And they must cease to use sex discrimination as an excuse for their failure to do this. There is not, and never has been, any sex barrier to thought.

What are the chief areas in which women psychologists are most likely to find openings in the post-war period? In an attempt to answer this question, two sources of information were consulted. First, I made a rough tabulation of the positions actually held by women psychologists at the present time according to the information given in the *1944 Yearbook*. This tabulation cannot be regarded as entirely accurate, both because of the possible error involved in judging sex on the basis of name alone, and the further difficulty of classifying occupations from the very brief statements given in the *Yearbook*. However it is unlikely that these errors follow any systematic trend or that they are of sufficient magnitude to affect the general nature of the findings.

As a second approach to this question, I asked a number of the most active members of the National Council of Women Psychologists whether, in their opinion, women psychologists will play a more important role during the post-war period than they have in the past. It is interesting to note that of those who replied to this question, only about 10 per cent gave an unqualified affirmative answer while the remainder were either very doubtful or stated frankly that it would depend upon the women themselves.

I also asked, whether, in their opinion, there are special areas of psychological research or service for which women are especially fitted. This question was almost unanimously answered in the affirmative and a wide variety of suggestions were made.* It is interesting to compare these suggestions with the distribution of positions actually held by women as reported in the *1944 Yearbook*. Subtracting the graduate students and those without professional employment from the total number of women listed in the *Yearbook* leaves 127 members and 770 associates holding positions of some kind. I have classified these into a small number of general groups in order to show the kind of work in which women psychologists are now engaged.

For the members, college teaching greatly exceeds all other occupa-

* My gratitude is particularly due to Clairette P. Armstrong, Elinor J. Barnes, Evelyn M. Carrington, Esther Allen Gaw, Dorothea McCarthy, Mabel F. Martin, Gladys Schwesinger, Lt. Gwendolyn Schneider, Ruth Tolman, Maj. Cornelia Williams and Ella Woodyard.

tions in frequency, with 52 per cent reporting such positions. Although only 27 per cent of the associates report college teaching as their occupation, an additional 3 per cent are teachers or supervisors in public or private schools including nursery schools, and 4 per cent are doing college personnel work. None of the full members report either of the two latter occupations. Teaching thus seems to be the chief professional outlet for women psychologists at the present time, especially for those who have been most active in the profession.

It is therefore somewhat surprising to find that none of the women who responded to my request for suggestions, mentioned teaching as an expanding opportunity for women. This may have been due to the common tendency to overlook the obvious or it may represent a feeling that the increase in the number of university and college positions which seems almost certain to result from the government's plan to finance the education of returning service men and women will be largely or completely taken up by men. Whether or not this proves to be true, it seems well-nigh certain that the new group of students will require far more than the usual amount of educational guidance and personal counselling. This is a field which should appeal to the many women whose major interest is in working directly with individuals. It is also a field in which there is crying need for further research, and to be of most usefulness such research should be begun immediately if the findings are to be available in time to be applicable to the post-war situation. I suggest, therefore, that those psychologists who wish to find places for themselves in this field where the need and the opportunities are almost certain to be great should begin now to investigate ways of helping the incoming service men to rehabilitate themselves to civilian life. Even if men are given some preference for these positions, there will be ample room for women of demonstrated ability, though not necessarily for all those who want jobs.

Clinical work, using the term in a fairly broad sense, has been and probably will continue to be a field in which women psychologists fill a large proportion of the available positions. Of the present women members, approximately 35 per cent list some type of clinical work as their present occupation; of the associates, 46 per cent are so engaged. For the associates, therefore, clinical work outranks teaching with respect to the number of persons engaged in it. This is probably a reflection of the greater number of minor positions in the clinical field. The greatest single source of employment for work of this kind is the public schools, with child guidance clinics ranking next for the associates and private practice holding equal rank for the members. Mental hospitals rank next, while general hospitals and children's hospitals employ only 2 per cent of the members and 3 per cent of the associates. Institutions for the

mentally or physically defective, orphanages, and reformatories account for 2 per cent of the members and 5 per cent of the associates. A growing source of employment for the clinical psychologist is found in the social welfare agencies, both state and municipal. Four per cent of the members and 5 per cent of the associates are employed by these agencies. A much neglected type of clinical service is connected with the juvenile courts and the domestic relations courts. Only 1 member and 8 associates, or a total of 1 per cent are engaged in court work at present. Public education is evidently needed here, and this will probably have to be supplemented by enough volunteer work to demonstrate its value before this field can be expanded as it should be.

In view of the large number of women now engaged in such work, the fact that the greater number of the special suggestions from my colleagues regarding the expansion of work for women psychologists have to do with some type of clinical service is understandable. Three groups of persons likely to need such service are repeatedly mentioned; the returning service men themselves, the persons discharged from war industries or voluntarily quitting such work, and the families of both these groups. Both research on these problems and direct service to the individuals affected by them are needed. For the soldiers, there are the problems of rehabilitation and retraining of the war-injured, and of vocational and personal counselling for those who find it difficult to readjust to civilian life. A point mentioned by one of my correspondents is of significance here. She calls attention to the fact that the time when the service men are likely to need most help is not when they are first mustered out or for some time thereafter. It will come with the psychological let-down when they gradually cease to be heroes and are expected to take their places among ordinary citizens without the special consideration which many of them will have grown to expect.

With the return of the servicemen to industry a large number of older workers who have been retained beyond the usual age are likely to be dropped from employment. Moreover, the rapid prolongation of the average term of life has brought about a marked increase of the number of the aged in the general population. The reports of the United States Census show that if the proportion of persons 60 years of age or older in the general population in the year 1900 is taken as a base, the corresponding figure for 1940 has increased to more than 160 per cent of the 1900 ratio. For both these reasons, the psychology of old age and aging become of increasing importance. If there is justification for the popular belief that women are more patient and sympathetic in dealing with handicapped people than men are likely to be, gerontology should constitute an important field of research and service for women psychologists in the future.

There are no dependable figures on the number of women not previously employed who have taken war-time jobs which they will not be able to hold after the regular workers return. Even though many of these women drop out willingly, it is probable that there will be others who will not relinquish their positions without protest. Unless new places can be found for them in industry, or by some system of group education they can be helped to find renewed interests and satisfactions in the home or community, the de-industrialization of women may well give rise to social problems of many kinds. Here is another field in which women psychologists should find work for which their sex is an asset rather than a handicap. The increasing use of women psychologists by social agencies should facilitate the organization and handling of such projects.

Closely allied to the foregoing problem is that of the reorganization of homes broken by war service. Wives and mothers are likely to be faced with many puzzling situations arising from the emotional let-down to be expected in the case of many men who have spent considerable time in active service and who find it difficult to readjust themselves to the routine of home and family life. The relations of fathers and of older brothers to the children from whom they have been so long separated is likely to introduce problems which the untrained wife or mother may feel unable to handle without help. There are also the major reorganizations necessitated when the father of a family or the son who has been its major source of support is either killed or permanently incapacitated. That clinical work within the home will be greatly needed during the post-war period seems practically certain, but whether there will be direct call for women psychologists to carry on this work is by no means certain. My guess is that unless psychologists are somewhat more active in demonstrating their capacity for filling this need, the problems will either be left unsolved or will be turned over for the most part to social workers and psychiatrists. With reference to this point, one of my correspondents has stressed the publicity value of such volunteer work as community lectures, clinical interviews, publications in both scientific and popular journals and of independent research.

Another area of clinical research and service which several of my colleagues have stressed is that of the problems connected with war marriages and the consequent rise in the divorce rate, as well as the war-time increase in illegitimate births. A large proportion of unmarried mothers are very young, and the importance of helping them to reinstate themselves in society without lasting personality damage is self-evident. Here, again, the woman psychologist has a decided advantage over the man.

Up to the present time, only a relatively small proportion of women

psychologists have held industrial positions. By combining those doing personnel work in industrial establishments, those doing industrial research and those engaged in advertising and selling, we find a total of 7 per cent of the members and 6 per cent of the associates now reporting work of this kind. In view of the large number of women employees in industry, the small number of women psychologists in industrial personnel work suggests that this is a field in which there is room for much expansion.

Even more important as a potential avenue for women psychologists is that of advertising. Economists tell us that from 75 to 80 per cent of the American dollar is spent by women. Women are the chief purchasers of food, of household goods, of their own clothing and that of their children; often of their husbands' clothing as well. Theirs is likely to be the deciding voice in the purchase of a new car or a new home. Although the success of an advertising campaign is thus chiefly dependent upon its appeal to women, the major positions in the field of advertising and selling are usually held by men. If women psychologists understand the psychology of women, here is certainly a field that should be both interesting and lucrative.

Approximately 2 per cent of the members and 6 per cent of the associates are now engaged in some kind of special governmental service connected with the war and an additional 1 and 2 per cent respectively are in uniform. Two per cent of each group hold various kinds of state appointments. Five per cent of the members and 4 per cent of the associates are devoting full time to research, usually under the auspices of some specially financed project of a university department. For the most part, all these may be regarded as temporary rather than permanent positions. Government service, however, will probably continue to offer some opportunities for women psychologists with administrative ability.

In summary then, it seems likely that opportunities will not be lacking for women psychologists who take their profession seriously, who are willing to compete with men on an equal basis without demanding special consideration, and who will accept the fact that no amount of faithful work on problems of little importance can compensate for lack of major scientific contribution. Women must cease to rationalize about lack of professional opportunity and demonstrate their competence by actual achievement. Opportunities will expand for those who exert the necessary propulsive force.

PSYCHOLOGY—SOME UNFINISHED BUSINESS

H. H. REMMERS

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"The welfare of mankind now depends upon the sciences of man. The sciences of things will, unless civilization collapses, progress, extend man's control over nature, and guide technology, agriculture, medicine, and other arts effectively. They will protect man against dangers and disasters except such as he himself causes. He is now his own worst enemy" (12 v).

The title of this paper listed in our program might easily imply an exhaustive examination of the present status of psychology and a blueprint for the undergraduate and graduate curricula in the psychology of the future. No such ambitious undertaking is attempted. The occasion and time limitations permit only a rough thumb nail sketch of some of the problems as seen chiefly by one who has worked for more than two decades in the science of psychology and who has strong convictions concerning its importance in potential service to the individual and to society.

In order to implement a campaign for the conquest or liberation of new territory it is necessary to have a thorough understanding of the beach head that we occupy and of the problems of what in military terms are called "problems of logistics"—problems of supplying the advancing forces with ammunition, food, fuel and other supplies. Our psychological beach head includes our philosophical inheritance as well as such scientific theories and knowledge together with such applications of our science as it has been possible to make.

Our philosophical inheritance has unfortunately not been an unmixed blessing. Deriving from that relatively sterile branch of philosophy known as epistemology and nurtured by a rationalistic science which tended to exalt thought at the expense of action and theory over practice, psychology has too frequently ensconced itself in the ivory tower from which pedants descended upon occasion to proffer pearls of wisdom, objectivity, and logical consistency to their charges without too much concern about the nutritional adequacy of such a diet. The point may be illustrated by the following quotation from Chapman and Counts (1):

Greeting his pupils, the master asked: "What would you learn of me?" and the reply came:

How shall we care for our bodies?

How shall we rear our children?

How shall we work together?
 How shall we live with our fellowmen?
 How shall we play?
 For what end shall we live?

And the teacher pondered these words, and sorrow was in his heart, for his own learning touched not these things.

The so far unstated premises of this paper while perhaps implicit in the preceding deserve explicit statement. They are:

1. Psychology in common with all science must have as its fundamental aim the service of society by positive contributions to the good life. The good life is here defined as the homeostatis of society—to use Cannon's phrase—i.e., the optimum stabilizing internal relationships in the dynamic system that we call society.

2. The democratic way of life socially is the best means of achieving the good life individually.

3. Science and scientific methods applied to human problems will be freest to achieve their purposes in the matrix of a democratic way of life.

4. Psychology as one of the sciences has already made substantial contributions to science and can and will in the future greatly accelerate in both quality and quantity its scientific contributions.

5. The life and vigor of any science and especially psychology is directly dependent upon the extent to which it grows out of human problems. The nineteenth century ideal of knowledge for knowledge's sake is at best a by-product, an esthetic luxury.

For purposes of convenience in discussion let us consider first the undergraduate offerings in psychology and then the graduate offerings—although to be sure there is bound to be not a little overlapping.

It is not my purpose to provide yet another blueprint for the introductory course in psychology. There have been several committee reports on this topic and it may safely be predicted that there will be further such reports. In the meantime it should be noted that the content of the first course and what the "consumers" say they expect and would like to have in the course are probably more impressive for their absence of overlap than their close similarity. A sound psychology of learning ought to find its best application in the introductory course in psychology. More "scientific psychology" might in the long run be learned and a better attitude created toward not only the introductory course, but also subsequent psychology courses if the introductory courses with which I have any familiarity were more respectful of the students' "readiness" than they now are.

This need not mean merely "giving the customer what he wants." It does mean capitalizing maximally upon available motivation. This motivation in general is aptly described as wanting the answers to the questions which the pupils asked the schoolmaster: How to care for their bodies, rear children, work and live together, play, and to learn the ends

to be lived for. A proper functional respect for the scientific method, presumably one of the aims of any introductory course, will more surely flow out of such consideration than "cookbook" laboratory exercises with nonsense syllables.

In general, the undergraduate offerings must, first, enable the individual to assess himself and his place in society (i.e., lay sound scientific ground for self-guidance) and, second, must be more effectively geared to the activities of the world, particularly through contributing more effectively to the service professions such as teaching, nursing, social work, the ministry, medicine, law and the like as well as to business and industry.

We have not yet changed very much the prejudices, ignorances and superstitions of the typical schoolteacher from those that were prevalent more than two decades ago among the then teachers concerning the relative seriousness of various behavior symptoms in children when the criterion is the judgment of child psychologists (8), and this in spite of the emphasis in the clinical literature and in popular books and magazines on the importance, principles, and practices of mental hygiene.

Psychology's potential contribution to and its responsibility for teacher preparation needs no extended argument. The kind of citizen we shall have tomorrow is largely a function of the education of today. In the most real sense possible we are collectively paying in blood, sweat, tears and unimaginable material costs for the miseducation of fanatical devotees of fascism.

Social psychology at the undergraduate level must concern itself not only with our own social psychological problems but must borrow generously from the field of cultural anthropology and literature to give the undergraduate more nearly valid images of the peoples among whom he lives in an ever-shrinking world.

By way of giving it the status that its importance and achievements as a science warrant I suggest that active efforts be made to have psychology placed on a par with the other sciences in satisfying the science requirements for graduation in the liberal arts colleges and schools of science. This status has already been accorded it, I am pleased to report, at Purdue University.

Psychology must also ally itself more actively with departments and agencies that play an important part in culture control—such as journalism, radio, and in the near future, television, to the end that the "social lag" between science and its technological consequences may be kept at a minimum.

With respect to graduate study and research it will be possible only to state a few principles for frame of reference and to enumerate with a few illustrations some of the major areas in which research is greatly

needed and promising of generous returns for the time, energy and thought invested. In general, psychology has in the past been largely oriented in the study of the individual to *homo sapiens* as a biological organism, leaving out of account too often the social conditioning that the organism represents. Research must increasingly enlist the co-operation of the various social and other disciplines such as psychiatry, education, anthropology, economics, sociology and history, both as curricular background for graduate students and in the solution of research problems. We must not love biology less, but the social sciences more. The trend for more adequate quantification during the past two or three decades must and will be continued and strengthened. For example, we very much need a more convenient and less prohibitively laborious mathematical tool for determining the best items in a pool of items for a given measuring instrument than is afforded by our present theoretically best tools such as factor analysis (considering each item a variable) and Horst's method of successive residuals.

In the world of work, the techniques of *job analysis* applied to the tens of thousands of jobs to be done in our technological society are, it would seem, a necessary prerequisite to effective selection and placement of personnel. Too much time has, in my judgment, been spent in obtaining the dimensions of individuals out of reference to and without adequate knowledge of the jobs to be done. This may be in part responsible for a curious type of folklore in industrial management relative to psychology, education and industry vis-a-vis each other. Industrial management is indifferent to or does not like the term "industrial psychologist." Its affective tone toward such terms as "personnel director," "education," and "training" are much more favorable (2). Here and there there is evidence that this attitude toward psychology may be undergoing some change. It constitutes a psychological problem, however, which psychologists will ignore at the cost at least of not being maximally useful in our society.

Along with job analysis a major area for psychological research is job evaluation, a problem with explosive potentialities. The relative "worth" of a job in terms of the financial balance sheet of a particular plant or industrial organization is one thing and its evaluation in terms of status and the human budget is quite another. It requires no extended research to become aware of the fact that the two are by no means perfectly correlated. The homeostasis of society requires more precise knowledge concerning the relationship in order that emotional tensions concerning the problem may be optimally reduced.

With job evaluation and specifications in hand it will then and only then be possible to carry out effectively selection and placement of personnel in terms of the measured dimensions, psychological and otherwise, of the personnel to be selected, placed and/or trained.

The taking over recently of a considerable number of coal mines by the government because of a strike of supervisory personnel poses a major psychological problem which can conveniently serve as an illustration by way of pointing up what is currently the most crucial and inclusive problem of industry—variously labelled as industrial or labor relations or, preferably for my present audience, the problem of "morale." Since the publication about a dozen years ago of Elton Mayo's important book (6), some progress has been made both scientifically and politically in the realistic facing of this pervasive problem, but no one at all familiar with the situation is fatuous enough to believe that we have done more than to make a promising beginning.

I choose the strike of supervisors in the coal mines as an example both in relation to the problem of industrial relations and to illustrate by means of a recently completed study under my direction by Doctor Quentin File an approach to the problem of selection and placement as well as training of supervisors (4). The study is chiefly concerned with measuring the insight and understanding of supervisors relative to what may be broadly called the human or mental hygiene aspects of the supervisor's job. The measuring instrument consisted of 204 items obtained from the literature on mental hygiene, supervision and management relating to supervisor's practices, attitudes, and company policy to which something over a thousand supervisors responded in eleven different industries differing widely in size, geographical location and product manufactured. Responses were in terms of a five point agreement-disagreement *a priori* scale. "Right" answers were determined by the consensus of judgment of some 45 experts in mental hygiene, industrial psychology and personnel management. These experts, incidentally agreed with each other remarkably well— $r = .91$. Each supervisor was also rated by at least four persons in management above him on a graphic rating scale designed for the investigation. Item correlations against this criterion and also against the criterion of the total score were then made and non-valid items discarded. In passing I may note that in my judgment a more significant criterion would be ratings by workers under the supervisors. This, however, was "too hot to handle" in the judgment of all the industries except one with which we had contact. The study revealed an interesting pattern of attitudes among the "best" supervisors as rated by management. On attitudes and practices related to straight-forward skills or knowledge learning or training situations they were on the whole gratifyingly psychologically sound. Wherever the issue of the hierarchy of industrial power and responsibility, however, was either explicitly or implicitly raised in an item, its correlation with the ratings tended to be positive, but its correlation with the criterion of expert judgment tended to be negative. Here is an issue worthy of the best efforts at solution of all those concerned.

Psychological service to management is already to some extent established and bids fair to flourish greatly in the period immediately in the future. The possible uses of such a measuring instrument as just described in the selection, placement and training of supervisory personnel need no elaboration nor is it difficult to see its uses in the evaluation of the extensive training programs for foremen and supervisors at present being carried on largely without benefit of such an evaluation device.

Psychological service to labor has, I believe, equally potent and as yet almost entirely unexplored possibilities. I need only mention such items as the possibility of consulting service, of opinion polling, of training shop stewards, organizers, and labor leaders in general for responsible functioning to make this suggestion a perfectly obvious one.

Psychological service to both management and labor through attacking the problems of motivation and factors affecting it—factors ranging all the way from the minutiae of the working place in the shop to such complexities as the form of government and its regulatory functions—are possibilities to challenge any psychologist who believes in his profession. A note or two on governmental functioning as affecting industrial production may be in point. There is evidence (3) to show that during the "popular front" government under Leon Blum in France industrial production per man-hour unit increased perceptibly. An interesting survey (9) made about ten years ago shows that the politico-economic organization of a nation not only determines psychological theory as applied to industry, but also the very psychological facts themselves. To quote: "... a science is defined by its problems as well as its techniques and Soviet psychologists have seen their problem transformed. . . . They traced the inadequacies in their work through a mistaken reliance on a theory and a methodology developed under a profit-economy. . . . The Soviet psychologist sees himself as set before new problems. These are to be successfully attacked only with a theory which lays chief stress on the power of social influences to mould personalities in order to create new possibilities in human performance." These psychologists apparently do not believe that human nature exists in a vacuum or that it is rigidly determined by the individual's genetic constitution, but that the social environment moulds the personality. Here is an hypothesis the adequate testing of which offers more than sufficient challenge to even the most ambitious of psychological scientists.

To return to our own type of economic structure in the area of business psychology, "consumer" and "market" research deserve mention as a relatively new and important venture that is doubtless destined to tremendous growth and extension. Its analogue in the attitude

studies of the U. S. Department of Agriculture under Likert, those of Stauffer in the armed forces and the studies of consumer needs and preferences in the WPB are obviously psychological in purpose and methodology and are capable of almost indefinite extension in a democracy. Public opinion surveys have a high potential of usefulness not only in business but in government and education as well. I shall revert to this topic presently under another heading.

I should like to introduce my remarks concerning the general area of social psychology by a quotation from a recent *Newsletter* of the Society for the Psychological Study of Social Issues (13).

What Are the Answers?

The following letter was written by a cowboy in Montana to a Department of Psychology in an Eastern university. It is reproduced here because (1) it helps to define the field of "the psychological study of social issues," and (2) it reveals in a nutshell why thoughtful psychologists have an inferiority complex. If you haven't one, just try answering these questions.

Dear Sirs:

Would you please recommend a few authoritative but not too technical books on psychology dealing with the following questions?

What should a person who is not race prejudiced or nationalistic understand about the nature of those who are?

Why do people get angry easier when discussing religion, atheism, evolution, and politics?

Why are many Christians anti-Semitic, anti-evolution, and anti-negro?

What is religion?

What is the personal value of praying?

If you believed that evolution is a fact in nature, what should you want to know about the nature of a Christian who is prejudiced against evolution, in order to argue it skilfully?

Would atheism destroy civilization?

What is the psychological cause of war?

Why don't we talk freely about sex?

Would free love destroy civilization?

What is human nature?

How does it differ from animal nature?

How do psychologists classify personalities?

How does feminine psychology differ from that of men?

Why wasn't woman-suffrage a natural primitive way of life?

Is human nature such, that if Nazism wins, would it become humane and more scientific on race, as it comes of age, as Christianity has?

What should a bashful and self-conscious person know about social adjustment and maladjustment?

What should I know about the moods, dispositions, temperaments, and emotions of other people in order to get along with them?

These are perhaps too many questions to ask anyone, but I think some of them are different ways of looking at the same question. I wish to thank you for whatever books you may recommend.

Yours sincerely

The ratio of what we know about the answers to these thoughtful questions of a cowboy to what we do not know is obviously in the nature of a very small fraction. Some of the questions, to be sure, are probably not amenable to scientific exploration. For others we already have reasonably adequate answers. But on the whole too many of our problems are being solved on the basis of folklore without benefit of very much in the way of scientific analysis.

Social psychology is obviously not a neatly isolated category as distinguished from other categories such as clinical, educational or industrial psychology except in college catalog descriptions. In reality it cuts across all other categories of this sort in the sense that the social *milieu* is an important variable affecting individual behavior. In the paper by Schultz and McFarland (9), for example, the fact is brought out that the functional psychoses in Russia are not comparable to those in our country: "Cases of 'exhaustion' and neuraesthesia have increased while other types of nervous disorders related to economic or group insecurity and religious or sexual 'guilt' have supposedly decreased." Is this bit of evidence social psychology or abnormal psychology? The answer is obviously "yes—both."

The research problems in the general area of social psychology involve such things as the study of cultural and economic variables in addition to any other variables related to the objects of study.

One of the areas usually classed here—public opinion—has already been mentioned in passing in connection with industrial psychology. I have elsewhere (7) outlined a proposed program of research with secondary school youth. Much significant work is being done in public opinion research by many agencies and individuals. Names like Gallup, Cantril, Lazarsfeld, Likert, Stauffer, and many others come readily to mind in this connection.

Problems of growth and change of attitudes are of major theoretical and practical concern and will doubtless have increasing attention. They pay dividends in business and are crucial in the homeostasis of society. We have here the beginning of the science of values which, I predict, will be rapidly extended. It may very well become the stone which the builders rejected with an importance similar to that attributed to its scriptural analogue.

One of the most useful problems to attack in abnormal psychology seems to me to be a research program designed to validate scientifically and objectively those concepts of psychoanalytic derivation that are amenable to such an approach. The impact of psychoanalytic theory upon art, literature, medicine, child care, social service, criminology, penology and religion is doubtless greater in practice than all other psychological science combined. An excellent survey of the psychological

literature bearing on the problem has recently been published (10). The difficulty with most of these studies is that they only incidentally turned up data bearing more or less on the validity of psychoanalytic concepts, since they were not designed specifically with that end in view. What is required is to take these concepts out of the theoretical framework of psychoanalysis and to test their validity wherever possible in the theoretical frame of nonpsychoanalytic techniques thus leading to an objective, behavioral understanding of personality. The problem is worthy of extended effort. Here the bare mention of it must suffice.

In view of the fact that we are a rapidly aging nation in the sense of having a growing proportion of our population in the higher age groups one of our important problems is the development of the science of gerontology. Previous to the war an individual over 40 years of age often found it difficult to get employment. The compulsory age of retirement of university and other teachers probably has little to recommend it except ease and convenience of administration. Moreover, the emotional adjustments required to be made appear often not possible for the individual to make at all successfully. How to grow old gracefully and mayhap youthfully needs scientific attention of psychologists and others.

The most potent and crucial of society's organized activities for maintaining and facilitating its own homeostasis is that of education. Educational psychology is, by the same token, the most important branch of applied psychology. Again this category is ill-defined. If by educational psychology we mean the study of how behavior is modified, then obviously there is little in psychology that does not belong in this rubric. Even animal psychology qualifies. My own present purposes of definitions are served by a flash-back to the questions put to the school-master by his pupils—the psychology of learning how to care for one's body, how to rear children, how to live together, how to work, how to play and the ends to be lived for can define the field.

An immediate task in which psychologists should prominently share is the demobilization of the armed forces and industrial personnel and helping them adjust to their new roles. Even reasonably adequately trained personnel is not available in sufficient numbers, and the skill with which this training is done in the shortest possible time will largely determine the effectiveness with which the readjustment from war to peace will be made. It is to be hoped that the Army will make available for this task of guidance the men trained in the Personnel Psychology curriculum of the Army Specialized Training Program.

The tasks of peace will only in part be the old familiar ones. These will in many respects have undergone changes—some of them revolutionary—that set new problems for the psychologist. How educate the

oncoming generations of all colors of skin or religious beliefs so that they will more intelligently tackle the job of learning how to live together in peace for constructive ends? If we fail to learn how to adapt to each other, the white minority in the world may presently find itself written off as an interesting but abortive experiment in biological and social evolution. The colored majority, having acquired our technology, may decide to dispose of us.

How rear children? "Problem children" generally speaking are the result of "problem parents," "problem neighborhoods," "problem educators," and "problem social institutions." The University of Iowa has recently announced a significant new venture in graduate training (11) that should make a constructive contribution in this area. It will train students not only in child welfare but also and at the same time in journalism and radio so that they may make this training maximally effective in "culture control."

That there is considerable lag between our best knowledge and even college students' possession of it is illustrated in another doctoral dissertation recently completed by one of my students (5). This study was designed to get at the insight and understanding of students concerning the mental hygiene of college and university learning and teaching with an instrument similar in mechanical design to the one already mentioned relating to industrial supervision—five-response items the "best" answers to which were the consensus of ten experts. Following are the percentages of 326 men and 1056 women students in eight different colleges and universities with the judgments of the experts on best answers for a few illustrative items. On the arbitrary scale, 1 indicated strong disagreement, 5 strong agreement and the others in between.

	<i>Experts "best" answer</i>	<i>Per cent agreement with experts</i>	
		<i>Men</i>	<i>Women</i>
If a person is willing to work hard, he can succeed in any type of work.	1	15	11
The content of a college course should be adapted to the average mental ability of the students enrolled.	4	13	10
The student who worries excessively should be told just to forget about it, and everything will be all right.	1	8	7
The greatest danger of emotional outbursts is that of inducing similar reactions in other people.	1	9	12
Students outgrow their early emotional experiences, as they do shoes and other clothing.	1	11	17
If an instructor keeps class conditions the same and gives all the students an equal opportunity to respond, he has done all he can be expected to do.	1	16	19
Colleges cannot adapt themselves to individual students without shirking their responsibility to society as a whole.	1	14	20

	Experts "best" answer	Per cent agreement with experts	
		Men	Women
As a rule, rapid learners are quick forgetters.	1	19	21
The same normal person may be quite honest in one situation and dishonest in another similar situation.	5	8	11
It is normal for a girl to be "upset" and "moody" at time of menstruation.	2	11	36
Sarcasm is at times a useful and healthful weapon for instructors to use.	1	16	26
The thing most necessary for academic success in college is the ability to concentrate.	2	6	7
"Feeling of guilt" is often not in proportion to the wrong that a person has committed.	5	11	13
Really adult, well-balanced persons conceal all show of emotion.	1	16	20
College students should be proud of being homesick for several months after they enter college away from home.	1	11	19
A person should not admit to himself that others are more intelligent than he is.	1	15	21
It is unusual for a person to be jealous of a brother or sister.	1	15	15
It is desirable to recognize that in certain abilities one is inferior to other people.	5	15	13
Any type of overwork (even as much as eighty-four hours per week) in and of itself would never be the cause of a "mental break-down."	5	4	5
The attitude one takes toward one's abilities and emotions is much more important for mental health than the abilities and emotions in and of themselves.	5	6	12
"Common sense" on the part of the instructor or counselor is adequate for handling most difficulties of college students.	1-2	22	22

If time permitted it would obviously be easy to continue the listing of problems in the scientific solution of which the psychologist would have an important share. But time does not permit. Enough has been said to indicate some of the areas in which we can profitably apply our talents and methods. The need in graduate study to break down the walls between academic departments in the solution of problems that matter has, I trust, been sufficiently clearly indicated.

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MEETING OF THE AMERICAN PSYCHOLOGICAL
ASSOCIATION, INC., CLEVELAND, OHIO
SEPTEMBER 11 AND 12, 1944

REPORT OF THE SECRETARY, WILLARD C. OLSON,
UNIVERSITY OF MICHIGAN

The outstanding event of the Fifty-second Annual Meeting was the unanimous adoption by the Business Meeting of the American Psychological Association of a new set of By-Laws to become effective at the next Annual Meeting. The new By-Laws are designed to permit the Association to become representative of all interests in American psychology. The adoption was preceded by unanimous adoption of enabling legislation at the Business Meeting of the American Association for Applied Psychology. The action of the Association was a culmination of recommendations prepared at the Intersociety Constitutional Convention held in New York City in May, 1943. The details of the proposals and actions taken may be found later in these Proceedings.

The Fifty-second Annual Meeting was the third to be held with the modifications necessitated by the conditions of war. The elaborate Fiftieth Anniversary Celebration scheduled for Boston for 1942 was cancelled in response to a request from the Office of Defense Transportation and a "skeleton" meeting held at New York City instead. The skeleton meeting planned for Chicago for 1943 was moved to Evanston and reduced to *token* proportions for the transaction of essential business. The Council was empowered to make the arrangements for the 1944 meeting. When it became apparent that the American Association for the Advancement of Science was to meet in Cleveland, it was decided that the APA should hold a joint meeting with the AAAS. In view of the restrictions on travel it was decided not to issue the usual call for papers but to arrange for special sessions on war and post-war problems and for the transaction of essential business. A Program was developed jointly with Section I (Psychology) of the AAAS and the AAAP. The tentative program was printed in the July, 1944 *Psychological Bulletin* and later appeared in the General Program of the AAAS. The Program as presented is incorporated later in the Proceedings.

A notice of meeting was also included on the ballot on the proposed new By-Laws and sent by first class mail to the last recorded address of all Members and Associates in July, 1944.

The regular Business Meeting of the AAAP was held on Tuesday afternoon just preceding the Business Meeting of the APA and an adjourned session was held immediately following to implement the ac-

tions of reorganization. Professor Carl Rogers of Ohio State University is the new President.

The Psychometric Society held a session for the discussion of business on Monday afternoon. Harold O. Gulliksen of the University of Chicago is the new President. Paul Horst of Proctor and Gamble and L. L. Thurstone of the University of Chicago are the new members of Council. Other officers were continued.

A meeting of the Committee for Section I (Psychology) was held on Monday evening. New officers are to be announced later through the AAAS.

The total of 245 persons registered included 97 Members, 99 Associates, 6 newly transferred Members, 2 newly elected Associates and 41 non-members. This was the largest meeting since the 1941 meeting at Northwestern University when 1218 persons registered. One hundred and fifty persons registered at the skeleton meeting in New York City in 1942 and 70 persons at the token meeting at Northwestern University in 1943.

Although the meeting was small in terms of peace time standards, there was a wide geographic representation as shown by the following analysis of the home addresses:

Arkansas 1; California 1; China 1; Colorado 1; Connecticut 6; District of Columbia 10; Florida 1; Georgia 1; Illinois 27; Indiana 4; Iowa 5; Kansas 3; Kentucky 5; Massachusetts 10; Michigan 13; Minnesota 6; Missouri 5; Nebraska 2; New Jersey 6; New York 31; North Carolina 1; Ohio 78; Pennsylvania 14; Rhode Island 1; Texas 1; Vermont 1; Virginia 5; Washington 1; West Virginia 1; Wisconsin 2; Wyoming 1.

TRANSACTIONS OF THE ANNUAL BUSINESS MEETING

The Annual Business Meeting of the American Psychological Association, Incorporated, was held on Tuesday, Sept. 12, 1944 in the Pine Room of the Hotel Statler, Cleveland, Ohio. The meeting was called to order at 2:40 p. m. by the President, Gardner Murphy.

Upon motion by the Secretary, seconded from the floor, it was voted that the minutes of the Fifty-first Annual Meeting, held at Northwestern University, be approved as printed in the November, 1943 issue of the *Psychological Bulletin*.

Information concerning the death of eight Members and thirteen Associates had been received since the last Annual Meeting. As a memorial the audience stood in silence as the Secretary read their names:

Members: J. McKeen Cattell, Jan. 20, 1944; Gilbert V. Hamilton, Dec. 16, 1943; Joseph Jastrow, Jan. 8, 1944; Lillian Martin, Mar. 26, 1943; Walter T. Marvin, May 26, 1944; Eleanor R. Wembridge, Feb. 20, 1944; Max Wertheimer, Oct. 12, 1943; Giles M. Ruch, Nov. 15, 1943.

Associates: Bertha M. Boody, Aug. 21, 1943; Moshe Brill, Dec. 4, 1943;

V. V. Caldwell, Nov. 4, 1943; Mary C. Carpenter, May 25, 1942; Sidney A. Cook, Feb. 4, 1944; Solomon D. Evans, Jan. 7, 1944; Virginia VanDyne Fleming, May 5, 1943; Frazer Hood, June 19, 1944; Edwin J. Kunst, June 19, 1943; Moritz Lowi, Jan. 5, 1944; Marion Mattson, Nov. 1, 1943; Josephine Smith, May 5, 1944; Arnold Thomsen, Apr. 13, 1943.

The Secretary announced the resignation of the following five Members:

Max Freyd, I. Krechevsky, H. C. Sanborn, Laura Toops, and Louis W. Webb.

The Secretary announced the resignation of the following 65 Associates:

Abbate, Raymond V. P.	Freeman, Ellis	Mundel, Luella M. Raab
Aldrich, Margaret Glocker	Gardner, Iva Cox	Myers, C. Roger
Allen, Helen McCreery	Gezon, Elizabeth	Parker, M. M.
Ascham, John B.	Gray, Wendell L.	Patton, Robert A.
Ball, Rachel Stutsman	Hall, O. Milton	Phillips, Milton L.
Baxter, Edna Dorothy	Harte, Alice Taylor (Mrs. Joseph)	Pratt, J. G.
Beebe, Elinor Lee	Holcomb, V. Louise	Redmond, Silvie
Bernhardt, Ruth L.	Hoppock, Robert	Remmlein, Madaline Kinter
Bonniwell, Bernard L.	Jameson, Augusta	Schaefer, Vernon G.
Caldwell, John L.	Johnson, Eleanor Hope	Seeleman, Virginia Miles
Carlson, Grace Holmes	Kling, Maybelle M.	Shapiro, Lillian F.
Carter, Dorrice S.	Kuznets, George	Sharkey, Vincent J.
Corliss, Myrtle Elizabeth	Lee, Doris May	Sheperd, Jane Alben
Crook, G. Hamilton	Leinbach, Mary Emma	Sperling, Elizabeth B. (Mrs. M. H.)
Cohen, Anna	Libby, J. E. P.	Stackman, H. A., Jr.
Crudden, Charles	Lumpkin, R. C.	Stippich, Mary Elizabeth
DeBow, Jeanne G.	Lund, Max W.	Washco, Alec, Jr.
Deisenroth, Carl E.	Maslow, Albert P.	Webster, Edward C.
Douglass, Carl R.	Mayo, Elton	White, Goodrich Cook
Elmendorf, Laura Gundlach	Meranze, David R.	Williams, David C.
Embree, Royal B., Jr.	Mintz, Alexander	
Falk, Rita J.	Moore, Roland C.	
Flannery, Jane		

The Secretary announced that the following persons, elected as Associates in 1943, did not qualify because of failure to pay dues by reason of military inaccessibility or for other reasons:

J. W. Bowles, Jr., Benjamin Brody, Sibylle Escalona, Ignacio B. Matte, Harry B. Silver, and Arthur L. Strang.

Mr. Bowles and Mr. Matte, at their request, have been recommended for reelection at this meeting.

The Secretary announced that the following Members have applied for and received the status of Life Members:

Gardner C. Basset, Sarah Ritter Brown, William L. Bryan, Samuel B. Heckman, E. C. Rowe, and Lightner Witmer.

The Secretary announced that the Council of Directors has approved the actions of President Gardner Murphy in making the following appointments:

Lt. Colonel J. C. Flanagan of Washington, D. C. and Dr. Herbert Wright of Catholic University at Washington as delegates to the inauguration of Patrick J. McCormick as Rector of the Catholic University of America on Nov. 9, 1943.

Dr. George J. Dudycha of Ripon College, Ripon, Wisconsin to act as representative to the inauguration of Clark George Kuebler as seventh President of Ripon College on Dec. 7, 1943.

Miss Mary Hale of Bryn Mawr College, Francis W. Irwin of the University of Pennsylvania, and James D. Page of Temple University, Philadelphia, as delegates to the Forty-Eighth Annual Meeting of the American Academy of Political and Social Science on Apr. 14 and 15, 1944 at Philadelphia, Pennsylvania.

Arthur W. Kornhauser as representative to the second National Wartime Conference of Scientific and Professional Workers held at New York City on June 2 and 3, 1944.

The Secretary announced the following interim actions of Council and other activities of interest to the Association:

The eighth joint meeting of the Council of Directors and Board of Editors was held on Sunday, Sept. 10, 1944 at which time reports on editorial and business policies were discussed.

A report from Harold Schlosberg, who has been editing the Psychology News Letter for the Office of War Information, was presented at the joint meeting of Council and Editors. The report will be printed in the Psychology and the War section of an early issue of the *Psychological Bulletin*.

The Council of Directors has prepared the following statement as a result of a discussion of channels of publication: The Council of Directors of the American Psychological Association calls the attention of psychologists to the importance of the media chosen for the publication of articles and studies of interest to the profession. Many university press publications and university series are distributed only to a few hundred libraries and seldom reach all professional psychologists. These publications often escape indexing and abstracting and are lost to the history of psychology. On the other hand, the Journals and Monographs of the Association place material directly in the hands of thousands of professional psychologists.

The Board of Editors has elected H. S. Langfeld as Acting Chairman to serve in place of Walter S. Hunter, Chairman, who desired relief in order to devote his time to the Applied Psychology Panel of the Office of Scientific Research and Development.

Walter S. Hunter was reelected as Editor of the Psychological Abstracts by the Electoral Board for the term beginning Jan. 1, 1946.

Council on Feb. 8, 1944 voted an appropriation of \$400.00 to cover railroad fare and pullman for attendance of the Board of Editors and Business Manager of Publications at a meeting at a time other than that of the Annual Meeting.

On Mar. 9, 1944 Council voted to offer special rates for its publications to all men and women in uniform not now members of the Association. The following rates were established: Offer no 1, *Psychological Bulletin*—\$1.50; Offer no. 2, *Psychological Abstracts*—\$4.00; Offer no. 3, *Abstracts and Bulletin*—\$5.50;

Offer no. 4, *Journal of Abnormal and Social Psychology*, *Journal of Applied Psychology*, *Journal of Experimental Psychology*, *Psychological Review*, *Psychological Monographs*—\$10.00.

The Secretary attended a meeting of Secretaries of organizations affiliated with the AAAS at the Palmer House on Oct. 2, 1943. The meeting was called by the AAAS for a discussion of future policies and plans.

The Secretary attended a meeting of the Social Science Research Council in New York City on Apr. 1 and 2, 1944. The invitation came as a part of the policy of the SSRC of acquainting cooperating societies more fully with the work of the Council.

On Feb. 15, 1944 Council voted in favor of applying for Membership in the National Council on Rehabilitation and made an appropriation of \$25.00 for dues for 1944. The application was approved and subsequently Dr. Louis Long was appointed as temporary representative of the APA at the physical meeting of the NCR in New York City on June 5 and 6, 1944.

By vote of Council the Secretary circulated materials to all Associates of five or more years standing calling attention to the requirements for transfer. With the approval of Council, the Secretary also sent 800 sets of materials on Associateship to a list of non-affiliated registrants of the Office of Psychological Personnel supplied by Donald Marquis.

At the request of Clarence Carpenter, Chairman, Council on May 18, 1944, approved unanimously the addition of Mark A. May to the Association's Committee on Audio-Visual Aids.

The following declaration of emergency was adopted by Council on Feb. 11, 1944:

WHEREAS the AAAS recently has announced a general meeting in Cleveland for Sept. 11 to 16, 1944, and WHEREAS numerous advantages in transportation, accommodations, and in probable attendance accrue from a joint meeting, BE IT RESOLVED that the Council of Directors declare the existence of an emergency as described in Article III, Section 4 of the Constitution, and hereby exercises its interim powers to change the date of the meeting from the week beginning Sept. 3, 1944 to the week beginning Sept. 10, 1944, PROVIDING that details for a joint meeting with AAAS are worked out successfully.

A letter has been received from Herbert S. Conrad inviting psychologists to attend a meeting of the Biometrics Section of the American Statistical Association on Wednesday morning, Sept. 13, in the Pine Room. The meeting is concerned with "Statistical Methods in Current Economic-Psychological Problems."

Calvin Stone, in the absence of John E. Anderson, Chairman of the Election Committee, announced the election of the following officers and representatives by mail ballot:

President for 1944-1945: Edwin R. Guthrie, University of Washington
Council of Directors for 1944-1947: Edwin R. Guthrie, University of Washington, and Carl R. Rogers, Ohio State University

Nominees for Representatives to the Division of Anthropology and Psychology of the National Research Council: Robert R. Sears and Kenneth W. Spence of the State University of Iowa and Otto Klineberg, Columbia University

Representatives on the Social Science Research Council: Robert R. Sears, State University of Iowa

The duplication in the election of Edwin R. Guthrie to both the Presidency and to Council was noted. Dr. Guthrie had previously indicated his wish to withdraw from Council to serve as President. Accordingly, on recommendation of Council, The Association unanimously voted to name Dael Wolfe, University of Chicago, as a member of the Council of Directors for the period 1944-1947.

One hundred and twenty-five Associates, Members, and visitors were present in the room for the Annual Meeting. To be certain that a quorum was present President Murphy asked all Members to rise to be counted. The Secretary and Treasurer counted 71 Members. Since the Constitutional requirement is but 50, the President declared a quorum to be present, and proceeded with the items on the mimeographed agenda.

The Association voted to elect Oscar D. Anderson and Glen Finch directly as Members.

The Association voted to transfer the 49 Associates named below to the status of Members:

Alexander, Francis S.	Gregory, Wilbur S.	Peixotto, Helen E.
Andrews, Tom G.	Hanawalt, Nelson G.	Perry, Winona M.
Baier, Donald E.	Harris, John D.	Roe, Anne
Blair, Glenn M.	Henderson, Mack T.	Sanford, Robert N.
Burnham, Robert W.	Henry, Edwin R.	Sisk, Henry L.
Cartwright, Dorwin	Hermans, Thomas G.	Slawson, John
Clark, Weston R.	Jones, F. Nowell	Thompson, Claude E.
Cofer, Charles N.	Key, Cora B.	Thorne, Frederick C.
Cole, Lawrence E.	Kuhlen, Raymond G.	Tilton, John W.
Cook, Edgar M.	Lawshe, Charles H., Jr.	Tucker, Anthony C.
Coombs, Clyde H.	Leitch, Andrew	Weaver, Homer E.
Erickson, Ralph W.	Lerner, Eugene	Wickert, Frederick
Festinger, Leon	Lewis, Helen B.	Wilkins, Walter L.
Frandsen, Arden N.	Little, James K.	Williams, Stanley B.
Frenkel-Brunswik, Else	Mote, Frederick A., Jr.	Youtz, Richard P.
Gilbert, Gustav M.	Neet, Claude C.	Zeigler, Thornton W.
	Newburger, Maurice	

The Association next turned to a consideration of the list of 473 applicants for Associateship. One group of applicants involved various combinations of graduate study, work in the Personnel Training Program of the Army Specialized Training Program and work under supervision in the various army psychological research centers. The Secretary read their names and explained that the Council recommended their election on the assumption that they have had the substantial equivalent of the year of graduate work demanded by the Constitution. Other permissive variations were also explained. There being no objection to the recommendations, the Association voted to elect as Associates the 473 persons whose names appear below:

- Abelman, Ruth H.
Abramson, Leonard S.
Adams, Joe Kennedy
Adolphson, Gudrun
Albert, Kathryn E.
Albrecht, Ruth E.
Ames, Violet C.
Anderson, Frances J.
Appleby, Mary Ellen
Ashby, Margaret B.
Ashton, Philip F.
Atkins, Grace F.
Averill, Richard L.
Babitch, Diana
Bagby, James W., Jr.
Bailey, Richard J.
Baker, Corinne F.
Ball, Georgiana E.
Bardsley, Roger E.
Bassell, Jack S.
Bath, John A.
Bauman, Mary K.
Beccaris, Louise T.
Becker, Harry A.
Benedict, Margaret R.
Berenda, Ruth
Bevan, William, Jr.
Bigelow, Mary M.
Blau, Helen B.
Blodgett, Harriet E.
Blodgett, Hugh C.
Bobbitt, Ruth A.
Bolanovich, Daniel J.
Booth, Herbert J.
Bowles, J. W., Jr.
Bowman, Margaret E.
Boyer, Carl W.
Bray, Douglas W.
Bray, Olive K.
Bressler, Mary H.
Bridges, Afton C.
Brines, Moses J.
Broadhurst, Betty L.
Brown, Virginia M.
Bryant, Hilda G.
Buchan, Dorothy W.
Buller, Francis P.
Burke, Henry R.
Cambreleng, Paul L.
Carrington, Dorothy H.
Carter, Virginia M.
Cason, Eloise B.
Cassens, Frank P., Jr.
Castore, George F.
Chafetz, Lenore
Charner, Hilliard D.
Chasin, Joseph B.
Christiansen, Carole
Chute, Eloise
Cieminski, Leo J.
Clark, Grover C.
Collins, DWane R.
Colman, Emanuel M.
Conley, Lloyd B.
Connery, Maurice F.
Cooper, Marcia M.
Costin, Frank
Courtney, Paul D.
Coyne, Jane W.
Creegan, Robert F.
Cross, Orrin H.
Crouch, Roy A.
Cummins, Edith
Cummins, Lester R.
Cynamon, Manuel
Daingerfield, Mary W.
Davidson, Eli E.
Davidson, Marjorie L.
Davis, Catherine W.
Davis, Paul Chafin
Davison, Vida D.
Deane, Stephen R.
de Jersey, Murray G.
De Palma, Nicholas
De Phillips, Frank A.
Deri, Susan K.
Diamond, Jane W.
Dinin, Bessie B.
Dixon, Ruth G.
Dlugacz, Jason
Dorsey, Joseph R.
Driscoll, Gertrude P.
Droste, John L.
Drummond, William A.
Eckstrand, Gordon A.
Edwards, Frances M.
Edwards, William W., Jr.
Egan, Eula P.
Ehrenfreund, David
Ehrenreich, Gerald A.
Eicher, C. Franklin
Eller, Marian
Elliott, Charles R.
Elliott, Norman K.
English, Earl F.
Errett, Wade, Jr.
Evans, Mary E.
Fairbanks, Grant
Faries, Miriam
Fear, Richard A.
Feibelman, Senta
Feldberg, Theodore M.
Fike, Irene A.
File, Quentin W.
Fishman, Sidney
Fisichelli, Vincent R.
Fitzgerald, Don Casot
Fleeson, William H.
Flesch, Rudolf
Flomings, Alice M. R.
Fontaine, Jesse T.
Fontneau, Barbara J.
Forbes, Lucius E.
Ford, Fred C.
Fortune, George J.
Fouracre, Maurice H.
Fowler, Fred M.
Fox, Thelma B.
Francis, Margery G.
Franck, Kate
Franklin, Muriel
Freeman, Paul M.
Fruchter, Benjamin
Furman, Martha
Fusfeld, Irving S.
Gambaro, Providence K.
Gamble, Allen O.
Gandler, Ida
Gershenson, Charles P.
Gerstein, Reva A.
Gibby, Robert G.
Glad, Donald O.
Glascor, Edwina T.
Glasson, Roger E.
Gobetz, Wallace
Goen, Muriel
Gold, Leah
Goldberg, Philip L.
Goldman, Alexander
Golightly, Cornelius L.
Goodbar, Suzanne B.
Goodman, Samuel
Gordon, Allan T.
Gordon, Donald A.
Gould, Bernice
Gramlich, Francis W.

- Gray, Florence E.
 Greene, Paxton
 Grimes, John O.
 Gregory, Jack W.
 Greiff, Frances S.
 Grossman, Searles A.
 Grey, Virginia
 Grier, Daniel J.
 Grigg, Austin E.
 Grob, Samuel
 Guerrero, Rogelio D.
 Guerriero, Michael A.
 Guze, Henry C.
 Hadley, Loren S.
 Hadley, Samuel T.
 Hagenstein, Ruth H.
 Halpern, Florence
 Hamilton, Portia
 Hanchett, Gertrude A.
 Hansen, Frank W.
 Harless, Byron B.
 Harless, William H.
 Harper, A. Edwin
 Harper, Robert S.
 Harris, Chester W.
 Harris, Vera L.
 Hastorf, Albert H., III
 Hay, Louis
 Hays, Mahela W.
 Heath, Samuel R.
 Heisler, Florence A.
 Hendy, Ann Berry
 Henninge, Margaret E.
 Henry, Arthur G.
 Hill, Lillian B.
 Hindle, Helen M.
 Hinshaw, Robert P.
 Hire, A. William
 Hofstein, Saul
 Hollinshead, Merrill T.
 Hooper, Marian J.
 Horrocks, John E.
 Howe, John W.
 Hubbard, Theodora L.
 Huddleston, Edith M.
 Hughes, Jeanette E.
 Hughes, Robert M.
 Hunter, Elwood C.
 Immergluck, Ludwig
 Ismael, Walter W.
 Jacobson, Frances E.
 Janis, Irving L.
 Jaspén, Nathan
 Jay, Edith S.
 Jensen, Arthur V.
 Johnson, Arthur E.
 Johnson, George O.
 Johnston, Roland E., Jr.
 Jones, George Ellis
 Jones, Molly Mason
 Joy, Stephen J.
 Kaitz, Hyman B.
 Kalish, Donald
 Kao, Catherine Chun Chun
 Keislar, Evan R.
 Kellaway, Peter E.
 Kelly, Edward I.
 Kelly, Elizabeth G.
 Kemble, Elizabeth L.
 Kempf, Edward J.
 Kerr, Virginia N.
 Kimber, John A. M.
 Kimble, Gregory A.
 King, Dorothy C.
 Klippert, Henry L.
 Knapp, Pearl G.
 Knauff, Edwin B.
 Kramish, Art A.
 Kreizkowski, Joseph
 Krugman, Dorothy C.
 Lachman, Sheldon
 Lane, Ruth Ruppín
 Lawrence, Marvin J.
 Leavitt, Harold J.
 Leeds, Carroll H.
 Lehdorff, Annemarie
 Lerner, Joseph S.
 Leshner, Saul S.
 Levy, Ruth J.
 Lichtenberg, Ann G.
 Littman, Richard A.
 Long, Herman H.
 Long, Howard H.
 Lorang, Sister Mary C.
 Lotman, Sylvia S.
 Lottier, Stuart
 Luborsky, Lester B.
 Lucas, John J.
 Luft, Joseph
 Lumry, Gayle K.
 McAndrew, Sister M. Bernardino
 McClelland, William A.
 McCormick, Malcolm Y.
 MacDonald, Marjorie C.
 MacGahan, John A.
 MacGregor, Robert
 Mack, Frances W.
 McNeill, Mary Agnes
 McReynolds, Paul W.
 Maddy, Nancy R.
 Maisner, Edna
 Marcus, Madeline G.
 Margolis, Benjamin
 Marks, Rose W.
 Marquart, Dorothy I.
 Martin, John Rogers
 Martin, Leslie L.
 Matte, Ignacio B.
 Matthews, Jack
 Merrill, Barbara
 Metzner, Norma L.
 Meyerson, Lee
 Miale, Florence
 Miller, Daniel R.
 Miller, Frances C.
 Mintz, Samuel S.
 Mitchell, Claude
 Mitchell, Richard T.
 Molloy, Regina M.
 Montalto, Fannie D.
 Morgan, Sarah S.
 Moriarty, Alice M.
 Morris, Sally A.
 Morson, Meyer
 Mullen, Esther M.
 Myers, Louise K.
 Nance, Roy D.
 Nassar, Carlos
 Natti, Lora P.
 Nelson, Abram G.
 Neu, Ruth W.
 Neuman, Gerard G.
 Nikolaisen, Katherine A.
 Nicholas, William T.
 Noer, Mary C.
 Nolan, Esther G.
 Northrup, Catherine M.
 Northway, Mary L.
 Novis, Frederick W.
 Ochs, Eleanore
 Offenbach, Harry M.
 Olson, Edna L.
 O'Neill, Philip H.
 Oppenheim, Sadie
 Otten, Kenneth H.
 Owens, Marjorie L.
 Pane, Frank
 Panush, Sid H.

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|---------------------------|----------------------------|---------------------------|
| Parnicky, Joseph J. | Salten, David G. | Teuber, Hans-Lukas |
| Patten, Barbara D. | Sampliner, Donald W. | Thacker, Leslie H. |
| Patton, Robert A. | Sanderson, Margaret H. | Thayer, Lyman R. |
| Peatman, Lillie B. | Sanford, Katharine G. | Theaman, Milton |
| Peck, Joyzelle M. | Sang, Thomas N. | Theman, Viola |
| Pelz, Donald C. | Saxe, Carl H. | Thibaut, John Walter |
| Penningroth, Paul W. | Schaaf, Laurence J. | Thomas, Ethelbert, Jr. |
| Phares, Mary L. | Schachter, Stanley | Thomasson, Cecil W. |
| Phillips, Howard G. | Schaefer, Vernon G. | Thompson, Kenneth H. |
| Pintler, Margaret H. | Scheinfeld, Amram | Thune, Leland E. |
| Poinc, Arthur E. | Schmitt, Anthony J. | Tieleman, Adrian |
| Postman, Leo J. | Schwartz, Bert D. | Treverton, William M. |
| Potter, Elmer H. | Seibert, Earl W. | Tsitsos, William P. |
| Platt, Eleanor B. | Shapiro, Leon D. | Vane, Julia R. |
| Platt, Henry | Shattuck, Georgia A. | Van Houten, Lyman H. |
| Preston, Catherine J. | Shaycoft, Marion F. | Vaughan, Gerald W. |
| Prose, Sister M. Redempta | Shevenell, Raymond H. | Vick, Mary Gale |
| Prybylski, Lawrence, Jr. | Shneidman, Edwin S. | Voeks, Virginia W. |
| Queen, Evangeline P. | Shoore, Audrey | von Lackum, William J. |
| Ramsey, Glenn V. | Simos, Irving | Waldman, Lester J. |
| Rauch, David | Simpson, Mary Mathes | Walsh, Merrick, K. |
| Raush, Harold L. | Sisti, Josephine E. | Weinberg, Henry |
| Ray, Joseph J. | Slattery, Ralph J. | Wells, Frank H. |
| Rehm, Linda E. | Slochow, Muriel C. | Welsh, George S. |
| Reid, Lyne S. | Slote, Walter H. | Wenzel, Bernice M. |
| Reigart, Agnes H. | Smith, Alwood | Werner, Henry C. |
| Reik, Theodore | Smith, Bessie S. | Wertman, Hazel E. |
| Renshaw, Morton J. | Smith, Burke M. | White, Mary A. |
| Reyna, Leo Jay | Smith, Walter J. | White, Milburn J. |
| Rickards, Elsie S. | Sobel, Zelda | White, Stella H. |
| Riecken, Henry W., Jr. | Sommers, Vita S. | Whittaker, Betty Ann |
| Rieger, Audrey F. | Sparks, Charles P. | Whittredge, Donald G. |
| Roads, Marjorie J. | Srole, Leo | Wiley, John H. |
| Robbina, Irving | Staffler, Dominicia M. | Williams, Margaret C. |
| Robinson, Alexander J. | Stanley, Robert H. | Williamson, St. John, Jr. |
| Rochlin, Isaiah | Steel, Marion S. | Winkler, Walter H. |
| Rodgers, Fern T. | Stein, Elizabeth C. | Winne, John F. |
| Rohde, Amanda R. | Steiner, Blanche F. | Withey, Stephen B. |
| Rohrs, John R. | Steinmayer, Jean Katherine | Wolf, Helen R. |
| Rokeach, Milton | Stevens, Wilmer E. | Wolf, Klara C. |
| Rosenbaum, Max | Stewart, Naomi | Wolfson, Beatrice N. |
| Rosenthal, Bernard G. | Stoute, Argyle | Woods, Walter A. |
| Rosenzweig, Mark R. | Stubblefield, Eben M. | Wren, Harold A. |
| Rostker, Leon E. | Suchman, Edward A. | Wright, James C. |
| Royce, Joseph R. | Sullivan, Ben A. | Yale, John R. |
| Royer, Anne E. | Sullivan, Bernard C. | Young, Florene M. |
| Rubinow, Jean E. | Sullivan, Helen B. | Yum, Louise G. |
| Ruddy, Margaret M. | Swift, Joan W. | Zeller, Ancharf F. |
| Rude, Axel S. | Swink, Clyde W. | Zeran, Franklin R. |
| Ruesch, Herbert A. | Tait, Arthur T. | Zeuch, Jacqueline |
| Russell, James H. | T'an Yun En (Fred Tom) | Ziesmer, Nancy J. |
| Rutter, Henry B. | Taylor, Caroline | Zimmerman, George V. |
| Sacks, Joseph M. | Templin, Mildred C. | Zulick, Dorothy M. |

Upon recommendation of the Council of Directors the Association voted:

That the following Program Committee be appointed for 1945: Harold Burt, Chairman, Dael Wolfe, and the Secretary.

That W. N. Kellogg of the Indiana University be continued as Chairman of the Committee on Precautions in Animal Experimentation.

That the Committee on Audio-Visual Aids be continued with C. R. Carpenter as Chairman and with Lester F. Beck, Mark A. May, and Willard L. Valentine as members. It is further recommended (a) that the Committee on Audio-Visual aids be authorized to represent the APA in the Science Films Committee, on the Advisory Board of the Psychological Cinema Register, and similar agencies; (b) that the Committee continue to encourage the production of films designed for instruction in psychology; (c) that the Committee, in co-operation with the Program Committee, plan the film program for the Annual Meeting; (d) that the Committee work out with John E. Anderson, Editor, plans for the publication of reviews of acceptable films in the *Psychological Bulletin*; and (e) that no action be taken at this time on the proposals to develop a plan for a *seal of approval* or the establishment of a library of films in the office of the Secretary. (See Reports)

That the Committee on Psychology and the Public Service, L. J. O'Rourke, Chairman, be discontinued with the thanks of the Association for past services.

That the Committee on the Preparation of Examinations Questions in Psychology be discontinued.

That the report of the Committee on Investments, Willard L. Valentine, Chairman, be accepted with thanks, ordered printed in the Proceedings, and that the Committee be continued with its present membership. (See Reports)

That the progress reports of the Committee on Scientific and Professional Ethics, L. L. Thurstone, Chairman, be acknowledged and the Committee commended for its handling of the problems referred to it for adjustment. Council further recommends the continuation of Professor Thurstone as Chairman, and the appointment of Calvin Stone for the term 1944-1948 to replace A. T. Poffenberger whose term expires.

At this point in the Business Meeting there was some discussion of the order of presentation of items concerned with the reorganization of the American Psychological Association. After a brief discussion it was agreed that it would be proper to act on the report of the Committee on the Constitution and its continued activity for the coming year irrespective of subsequent decisions on the proposed new By-Laws and amendments. Upon recommendation of Council the Association accordingly voted:

That the report of the Committee on the Constitution, Ernest Hilgard, Chairman, (see Reports) be accepted with thanks and ordered printed in the Proceedings. It was further voted:

(a) That the Committee on the Constitution be continued with its present members and additional members to be appointed by the President in consultation with the President of the AAAP.

(b) That the Committee on the Constitution continue to serve as a liaison committee with the AAAP in perfecting the proposed By-Laws of the new APA organization.

(c) That the Committee on the Constitution, acting jointly with the corresponding committee of the AAAP, be specifically instructed to study the question of representation of state and regional societies under the proposed new By-Laws, and to propose desirable amendments to the By-Laws for action of the Association.

(d) That the sum of six hundred dollars (\$600.00) be appropriated for the expenses of the Committee.

President Murphy next called on Calvin Stone to present the results of the mail ballot conducted by the Election Committee on the wishes of Associates and Members concerning the proposed new By-Laws. A duplicated summary (See Reports) was placed in the hands of each person present and Professor Stone commented on the trends.

Further action at the Business Meeting of the American Psychological Association was contingent upon prior favorable action at the Business Meeting of the American Association for Applied Psychology. Alice I. Bryan, Secretary of the AAAP, was called upon for a report of actions taken by that organization. She reported that the following motions had received an unanimous vote:

Moved that, in view of the wishes of the membership as expressed in the mail ballot, the American Association for Applied Psychology recommend to the American Psychological Association that it amend its By-Laws in accordance with the attached proposal.

Moved that, the AAAP recommend to the Joint Constitutional Committee that the provisions in the By-Laws regarding regional representatives and the affiliation of local psychological societies be given special study with a view to possible revision of these provisions.

Moved that, the AAAP recommend to the Joint Constitutional Committee that the provisions in the By-Laws regarding the number and nature of the proposed charter Divisions of the reorganized APA be given special study with a view to possible revision of these provisions.

Moved that, the AAAP authorize the incoming Board of Governors to take whatever steps may be necessary to effect the legal dissolution of the association when the reorganized APA begins to function in September, 1945.

Ernest R. Hilgard, Chairman of the Committee on the Constitution and of the Joint Committee, was next asked to describe the procedure by which the Association might proceed to reorganize itself so as to begin operation under new By-Laws to become effective at the Annual Meeting in 1945 without any lapse in continuity as an incorporated organization. Copies of the proposed By-Laws as distributed for the mail ballot were available at the meeting and are Exhibit A of the printed report of the Joint Committee as contained in these Proceedings. The "Provisions for the Transitional Year, 1944-1945" as prepared by the Committee on the Constitution (See Reports) were placed in the hands of each person present in mimeographed form. The legality of proposed changes had been cleared with a lawyer familiar with these matters and plans for transition worked out with him. His findings and recommenda-

tions are included in a letter which is Exhibit B in the report of the Joint Committee. After some general questions and discussion the Association voted unanimously as follows:

That the By-Laws as printed in the 1944 Yearbook, together with such amendments as may be voted for the year 1944-1945, be rescinded as of the date of the annual meeting in September, 1945;

That the amended By-Laws as approved by mail and as presented at this meeting be adopted to be effective at the date of the annual meeting in September, 1945;

That following termination of reports from officers and committees and other old business at the annual meeting of September, 1945, the presiding officer shall declare the amended By-Laws to be in effect and shall call for a motion adjourning the annual meeting of members. At the termination of this meeting, the Council of Representatives elected in 1945 shall convene under the newly elected President and assume their duties under the amended By-Laws. The Secretary and Treasurer shall continue to serve until their successors are elected and qualify.

Attention was next directed to the amendments to the existing By-Laws which had been proposed in the provisions for the transitional year. In the discussion it was noted that the list of five divisions, continuing the sections of the AAAP, was incomplete because of an omission in mimeographing. An amendment was offered and voted upon favorably to edit to add the Division of Educational Psychology and the Division of Military Psychology in Section 1, Part c, second sentence.

There was a discussion of the possibility of wishing to make some changes in the By-Laws with legal force by a mail ballot. The Association accordingly voted the addition of the following to the Provisions for the Transitional Year:

That the present Article XII, Amendments, be deleted and the following substituted: Amendments to the new By-Laws may be proposed by the Committee on the Constitution and submitted to the membership by mail. If two-thirds of the Members and Associates casting a ballot vote favorably the amendments will be in effect at the same time as the new By-Laws in September 1945 provided that at least 50 Members have voted.

The Association next unanimously voted to adopt the amendments in the plans for the Transitional Year as further amended above. (See Reports)

With the completion of the necessary legislation for the reorganization President Murphy again presented the prepared recommendations from Council and the Association voted as follows:

That the sum of two hundred dollars (\$200.00) be appropriated for the work of the Election Committee.

That December be substituted for November in Article X, Section 3, sentence 2 of the By-Laws to make the sentence read: The reports of the Secretary and Treasurer shall be printed annually in the December issue of the *Psycho-*

logical Bulletin. Meeting the November deadline has always been difficult and present printing schedules make the change advisable.

That the Committee on War Services to Children, Arthur T. Jersild, Chairman, be discontinued with thanks.

That the Committee on Publicity and Public Relations, Floyd Ruch, Chairman, be continued with a new membership to be appointed by the incoming president.

That the Committee on Standardization of Measures of Electrical Skin Resistance, G. L. Freeman, Chairman, be discontinued.

That the Committee on Graduate and Professional Training of Psychologists, Edwin R. Guthrie, Chairman, be continued with thanks for its work on the program of the Annual Meeting, and that Carroll L. Shartle be named an added member.

That Williard C. Olson be continued as representative to the AAAS and Jean Macfarlane be appointed to succeed A. T. Poffenberger.

That the progress report of its representative, H. B. English on the Council of Human Relations in Conservation of the AAAS be acknowledged with thanks and that H. B. English be continued as representative.

That the report of Steuart H. Britt, the Association's representative in the American Documentation Institute, be accepted with thanks and ordered printed in the Proceedings, and that Dr. Britt be continued as representative.

That the progress report of Harold O. Gulliksen as a representative to the American Standards Association be accepted with thanks and that Dr. Gulliksen be continued as representative.

That the report of the delegates to the Inter-Society Color Council be accepted with thanks and ordered printed in the Proceedings, and that affiliation with the Inter-Society Color Council be continued. (See Reports) The Association further voted that the present delegation be continued with its Chairman, Forrest Lee Dimmick. The delegation had inadvertently been increased to 11 with an ISCC rule that 10 is the limit. The Association voted that the delegation be reduced by the withdrawal of the name of Clarence H. Graham.

That the report of Joseph Zubin, representative to the Division of Personnel of the National Committee for Mental Hygiene, be accepted with thanks and ordered printed in the Proceedings and that Theodora M. Abel be named as representative to succeed Dr. Zubin. (See Reports)

That the report of Leonard Carmichael, Chairman of the Division of Anthropology and Psychology of the National Research Council, be accepted with thanks and ordered printed in the Proceedings. (See Reports)

That the report of Richard M. Elliott, senior representative to the Social Science Research Council, be accepted with thanks and ordered printed in the Proceedings. (See Reports)

That the report of Louis Long, named by Council as interim representative to the National Council of Rehabilitation, be accepted with thanks and ordered printed in the Proceedings. (See Reports)

That the association continue affiliation with the National Council of Rehabilitation and that the annual dues of \$25.00 be authorized until further action. It was further voted that Louis Long be named the representative of the Association.

That the Association appropriate \$10,000 for the support of the Office of Psychological Personnel to be expended by the Treasurer according to a budget to be approved by Council. It is understood that any unexpected balance as of December 31, 1945, shall revert to the Association.

That \$2.00 be assessed on Members and Associates to assist in financing the Office of Psychological Personnel and that foreign Members and Associates be exempted from the assessment.

That the Association accept the application of the Society of Experimental Psychologists for affiliation. Application was made under date of April 14, 1943 and presented at the 1943 Annual Meeting as required by the By-Laws.

That the Association create a committee to be appointed by the incoming President with the title: Committee on International Planning for Psychology. The function of this committee will be to study and advise on the rehabilitation of psychological laboratories and libraries, to initiate or cooperate in plans for an International Congress, and to cooperate with various movements designed to promote better international understanding and progress.

That the incoming President in consultation with the new president of the AAAP be asked to appoint a small liaison Committee on Official Journal to work with a committee of the AAAP to formulate recommendations on policies with respect to the official journal of the proposed new APA organization and to report any recommendations affecting the present practices of the APA to the Board of Editors at a meeting not later than February of 1945.

That the Association appoint a Committee on Standards for Psychological Service Centers, jointly with the AAAP, to consist of David Shakow, Chairman, Jerry W. Carter, Norman Fenton, Donald B. Lindsley, C. M. Louttit, Marie Skodak and Robert M. Yerkes.

That the new President appoint a Committee on Utilization in Psychology of Surplus War Materials.

That the Association adopt the following resolution in principle: WHEREAS education is an important force for creating a lasting peace and post-war stability, and, WHEREAS psychologists are concerned with the effective implementation of educational forces both from the point of view of research and application BE IT RESOLVED that the American Psychological Association go on record as favoring the organization of an International Office for Education.

That the report of the Treasurer and Business Manager of Publications, W. L. Valentine, for the year ending December 31, 1943, be approved and ordered printed in the Proceedings. The report is supplemented by a report of the auditors. (See Reports)

That the treasurer's budget for 1945 be approved and ordered printed in the Proceedings. (See Reports)

That the Council be empowered to make arrangements for the 1945 meeting at a time and place and under such conditions as seem wise in terms of the progress of the war.

The Secretary read a letter from Dr. Paul H. Musser, Provost, inviting the Association through Professor Robert A. Brotemarkle to hold the Annual Meeting in September, 1946, at the University of Pennsylvania. Professor Brotemarkle was called upon for comments. He explained that 1946 would be the Fiftieth Anniversary of the Psychological Clinic and that appropriate celebrations were being planned. The invitation is, of course, subject to the needs of the Nation at the time. Since the Association will not act on time and place for the 1946 meeting until the 1945 meeting no particular action was taken.

President Murphy next called for any new business that any Mem-

ber might wish to bring to the meeting. Horace B. English then presented the following statement, which was adopted by unanimous vote:

The American Psychological Association at its Annual Meeting in Cleveland September 12, 1944, takes account of two influences adversely affecting the vocational, educational, and personal counseling of men and women being returned from the armed services to civil life: On the one hand there is a serious stultifying duplication of counseling which is certain to diminish its effectiveness; and on the other hand (and partly as a result of the duplication), too many of the counselors are most inadequately trained.

The Association therefore instructs the Council of Directors to take active steps, by making appropriate representations to the Federal Government and the several agencies concerned and in any other way which shall seem effective, to minimize both these evils.

Professor Robert H. Seashore presented the following resolution of thanks which was adopted unanimously by the Association:

Be it resolved that the American Psychological Association, assembled at the Fifty-second Annual Meeting, expresses its thanks to the Cleveland psychologists, city officials, and management of the Hotel Statler for their work in planning and carrying out the local arrangements for the meeting, and to the Officials of the American Association for the Advancement of Science for their cooperation. Be it further resolved that the Secretary be instructed to express this appreciation through Dr. Calvin S. Hall, local representative of the Executive Committee, and Dr. Sam Woodley, Assistant Secretary of the American Association for the Advancement of Science.

There being no further business, the meeting adjourned at 4:15 p.m.

PROGRAM

FIFTY-SECOND ANNUAL MEETING OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, HOTEL STATLER, CLEVELAND, OHIO

Monday Morning, September 11, 9:00 a.m.; Pine Room

Symposium: Graduate and Professional Training of Psychologists.

Edwin R. Guthrie, *Chairman*

1. Job Analysis of the Actual Functions of Psychologists. Donald G. Marquis.
2. Basic Undergraduate Preparation. Bruce V. Moore.
3. Evaluation of Professional Work Done by Psychologists in Army, Navy, or Civilian Agencies During the Emergency. Sidney L. Pressey.
4. Survey of Present Training Facilities. Robert R. Sears.
5. Regularization of Practicum Facilities on a National Scale. Bruce V. Moore.

Monday Morning, September 11, 10:30 a.m.; Pine Room

1. Address of the President of the American Association for Applied Psychology.
PSYCHOLOGY: ACADEMIC AND PROFESSIONAL. Albert T. Poffenberger, (Read by Alice I. Bryan).
2. Address of the President of the American Psychological Association.
THE FREEING OF INTELLIGENCE. Gardner Murphy.

Monday Afternoon, September 11, 1:30 p.m.; Pine Room

Conference: Problems and Values of the Proposed Reorganization of Psychological Societies.

Robert M. Yerkes, *Chairman*

1. Opening remarks by Chairman.
2. Statement from the Joint Committee. Ernest Hilgard.
3. Arguments and Design for a Central Service Office at National Headquarters. Donald G. Marquis.
4. Proposed Divisional Structure of the National Organization. Edward E. Anderson, Dael L. Wolfe.
5. Problems of Affiliation and Representation. Harriet E. O'Shea, John G. Peatman.
6. Financial Support of the National Society. Willard L. Valentine.
7. Problems of Publication. Johnnie P. Symonds. Herbert S. Langfeld.

Monday Afternoon, September 11, 4:00 p.m.

Reserved for Meetings of Special Interest Groups.

1. Board of Governors, AAAP.
2. National Council of Women Psychologists.
3. Ohio Association of Applied Psychologists.
4. Psychometric Society.
5. Stevenson, Jordan, and Harrison, Inc.

Monday Evening, September 11, 7:00 p.m.; Pine Room

Roundtable: Instructional Films in Psychology. Arranged by the Committee on Audio-Visual Aids and the Psychological Cinema Register.
Willard L. Valentine, *Chairman*

Business meeting: Committee on Section I (Psychology).

Monday Evening, September 11, 8:00 p.m.

Address of the President of the American Association for the Advancement of Science.

COMMANDING OUR WEALTH. Isaiah Bowman. (Read by F. R. Moulton)

Tuesday Morning, September 12, 9:00 a.m.; Pine Room

Symposium: Psychology and Post-war Problems.

Calvin P. Stone, *Chairman*

1. Post-war Psychological Problems Relating to Radio and Television. Frank N. Stanton and Paul F. Lazarsfeld. (Read by Dr. Lazarsfeld)
2. Educational Acceleration and Post-war Scientific Leadership. Sidney L. Pressey.

3. Psychological Adjustments of Discharged Personnel and Their Families. Carl R. Rogers.
4. Occupational and Vocational Counseling of Military and Civilian Personnel During the Period of Post-war Demobilization and the Years Immediately Thereafter. C. L. Shartle.
5. Expanding Opportunities for Women Psychologists in the Post-war Period of Civil and Military Reorganization. Florence L. Goodenough.
6. Opportunities for the Expansion of Psychological Services and Research in Colleges of Agriculture and Engineering. H. H. Remmers.

Tuesday Afternoon, September 12; Pine Room

- 1:00 p.m.—Business Meeting of the American Association for Applied Psychology.
- 2:30 p.m.—Business Meeting of the American Psychological Association.

Tuesday Evening, September 12, 8:00; Pine Room

Joint Meeting of Sections I, Psychology, and Q, Education, American Association for the Advancement of Science.

1. Address of the Vice-President of Section Q.
HOW FAR IS EXPERIMENTATION IN THE SOCIAL SCIENCES POSSIBLE?
Harold Clark. (Read by H. H. Remmers)
2. Address of the Vice-President of Section I.
A STIMULUS-EXPECTANCY NEED-CATHEXIS PSYCHOLOGY. Edward C. Tolman.

REPORTS

REPORT OF THE COMMITTEE ON AUDIO-VISUAL AIDS

To the Council of Directors and Members of the American Psychological Association:

The Audio-Visual Aids Committee has held four scheduled meetings during the current year. In addition, individual members have participated in many informal conferences.

During the past year a problem stated in the 1943 Report has been solved: The Psychological Cinema Register which has films useful in psychological instruction has been purchased by The Pennsylvania State College. The Cinema Register films are now available at that University for purchase or rental by other institutions.

Study of films being produced by Government Agencies, especially by the Armed Forces, is being continued with a view to finding and describing those subjects which are most suitable in psychological instruction. Several members of the AVA Committee have contributed to the production of training films, and one member is preparing a comprehensive evaluation of films produced for and used in military training.

Many of the problems outlined in the 1943 Report remain unsolved. The Committee is actively working on some of these as well as on newly formulated problems. The central objective of the AVA Committee is to *improve instruction* in various fields of psychology by encouraging instructors to use a wide range of training aids.

In the meeting of April 22, 1944, consideration was given to possibilities of cooperation between the AVA Committee and a Science Films Committee now

in the process of being organized under the sponsorship of biological science societies. Through its AVA Committee, APA will be able to participate in the proposed organization. Contributions may be made to and benefits derived from coordinated activities of this worthwhile Committee which will represent all branches of American Science.

The opinion of the AVA Committee is that the production of quality training films, however desirable, requires more technical skill and resources than are available to most psychologists. Therefore the Committee has undertaken to sponsor the production of a series of instructional films by the following means:

1. Ascertaining what twelve or fourteen subjects in the field of general psychology, suitable for treatment by the medium of 16 mm. cinema photography, are most needed or wanted by a large number of experienced instructors.
2. Assisting in the writing of quality scripts dealing with the selected subjects.
3. Working out agreements with institutions, agencies and technically qualified individuals for the production of the selected films.
4. Encouraging the widest possible distribution and use of the completed films.

The AVA Committee believes that the quality of films used in the class room must be greatly improved. One step in the direction of improvement would be for the Association to appoint a Review and Appraisal Board. Acting under duly delegated authority, this Board would make detailed evaluations of psychological films. The Board's evaluations and criticisms should be published for the guidance of interested instructors. Films approved by the Board should be awarded a leader or trailer showing the official seal of the Association and the title: "*Approved by the Review and Appraisal Board of the American Psychological Association.*"

It is the opinion of the AVA Committee that some significant experiments should be recorded by means of films. Research workers are not always equipped to produce first-class film records of equipment, procedures and results. Considerable thought has been given to the possibilities of a mobile film production unit in order to provide filming services for investigators. It seems probable that this kind of service may be provided after the war through a co-operative arrangement with other branches of science. Provision for a mobile film service may be one of the functions of the previously mentioned Science Films Committee.

The possibilities of films which relate to the history of psychology have not been overlooked. Good historical films already made by psychologists should be collected, preserved and made available for use.

Likewise, unique films of excellent quality which already exist would have greater usefulness if incorporated in well-planned productions. An arrangement could be worked out for extending the usefulness of current high-quality psychological films. A film stock shot library is suggested as a possibility for solving this problem.

The AVA Committee holds the opinion that, in the past, the film and exhibit parts of the annual APA meeting have measured up to the possibilities of these exhibits only in a few instances. All such exhibits should be carefully planned and pre-viewed. Exhibitions should be arranged under the following topics:

1. Films of general and wide interest.
2. Selected instructional films.
3. Research record films. (Certain films should be shown repeatedly in order to be convenient for a number of members.)

The Annual Meetings afford an opportunity also for historical film records, especially of personalities. These opportunities have not been fully used in the past. Plans should be made for sound film recordings during the meetings of the Association.

A study is being made of recent advances in sound recording and reproduction equipment. Various types of apparatus are being evaluated for possible uses in psychological instruction.

The Armed Forces have made extensive developments in a wide variety of training aids and in their use. Preliminary study shows that a number of the procedures and types of equipment can be adapted for use in psychological instruction. A member of the AVA Committee is preparing a report on the subject.

In view of the possibility that colleges and universities will extend their building programs after the war, the AVA Committee has been interested in collecting information on designs of class-rooms, including wiring, lighting and projection facilities.

For effective use of training aids, more convenient facilities must be made available to instructors than in the past. Minimum steps in this direction are:

1. Class-rooms suitable for the use of motion picture films and other training aids.
2. An accessible library of films.
3. An effective projection service at the command of the instructor. The AVA Committee is working on the preparation of descriptions of several types of proved plans for inaugurating and operating the training aids programs. These plans will be published in order to help department heads and psychology instructors adapt to local conditions an arrangement for using training aids.

Specific Recommendations. The Audio-Visual Aids Committee respectfully recommends to the Council:

1. That the AVA Committee be authorized to represent the interests of APA in the developing Science Films Committee.
2. That the Council of APA authorize the AVA Committee to continue to sponsor the production of a series of quality films designed to aid in the instruction of general psychology.
3. That the Council appoint a Board of Review and Appraisal or authorize the AVA Committee to act as a Board to evaluate psychological films and to award to producers of films of merit the privilege of using the Seal of the Association. It is suggested that a nominal fee be charged for the use of the Seal to cover costs of this service.
4. That a Stock Film Library be developed in the Office of the Secretary of the Association for short film sequences of historical merit and of quality film which might be widely used. It is suggested that this beginning may develop into a depository for approved psychology films.
5. That the AVA Committee be charged with the responsibility for all film and training aids exhibits on the program of the Annual Meetings of the Association.
6. That the AVA Committee be continued with the following members: Lester F. Beck, Clarence R. Carpenter, Mark A. May and Willard L. Valentine.

Copies of the AVA Committee minutes and summaries of conferences are submitted with this report to the Secretary of the Association.

Respectfully submitted,

KENNETH H. BAKER
LESTER F. BECK
MARK A. MAY

MILTON METFESSEL
WILLARD L. VALENTINE
CLARENCE R. CARPENTER, *Chairman*

REPORT OF THE INVESTMENT COMMITTEE AS OF
DECEMBER 31, 1943

To the Council of Directors and Members of the American Psychological Association:

The invested surplus of the American Psychological Association as of December 31, 1943, amounted to \$69,493.43, which was distributed as follows:

Savings Accounts:

The Ohio National Bank, Columbus, Ohio		\$ 2,944.58
People's Savings Bank in Providence, Providence, Rhode Island:		
General	\$2,295.13	
Special	3,181.94	5,477.07
Princeton Bank and Trust Co., Princeton, New Jersey		5,707.37
Providence Institution for Savings, Providence, Rhode Island		2,676.69
Rhode Island Hospital Trust Co., Providence, Rhode Island		2,057.52
Security-First National Bank of Los Angeles, Los Angeles, California		2,710.24
Union Square Savings Bank, New York, N. Y.		5,181.85
Wells Fargo Bank & Union Trust Co., San Francisco, California		2,829.23
Huntington National Bank of Columbus, Columbus, Ohio		2,708.88

Total in Savings Accounts

\$32,293.43

Book
Value

Market
Value

Marketable Securities:

U.S. Savings Bonds—Series G 2.5s, due November 1, 1953	\$ 5,000.00	\$ 4,810.00
U.S. Savings Bonds—Series G 2.5s, due December 1, 1954	25,000.00	24,450.00
Total U.S. Savings Bonds	\$30,000.00	\$29,260.00
Chesapeake & Ohio Railway Co., refunding and improvement mortgage 2.6s, Series G, due February 1, 1960	8,000.00	7,940.00
Total securities	\$38,000.00	\$37,200.00
Total invested		\$69,493.43

Of this amount \$7,854.54 is reserved for special purposes, leaving the free capital investment of \$61,638.89. Of the reserved funds \$3,181.94 was authorized by Council to be deposited in a special savings account to be used for post-war reconstruction of psychology, and \$4,672.60 represents surplus funds arising from publication of the *Journal of Abnormal and Social Psychology*, which under terms of the gift, are to be used solely for the purposes of that journal.

The total interest received during the year was \$449.37 on the savings accounts and \$958.00 on the other investments.

Net income on all operations of the Association during 1943 was \$1,079.22, which represents an appreciable drop from \$4,709.64 in 1942 and indicates that surplus funds may have to be used to meet obligations during 1944.

The net worth of the Association on December 31, 1943, was \$52,178.49 compared with \$50,151.99 at the close of 1942, and \$56,240.05 at the close of 1941.

The Committee recommends its continuance.

Respectfully submitted,
LEONARD CARMICHAEL
SAMUEL W. FERNBERGER
WILLARD L. VALENTINE, *Chairman*

REPORT AND RECOMMENDATIONS OF THE JOINT
CONSTITUTIONAL COMMITTEE OF THE APA AND
THE AAAP: ENABLING ACTION FOLLOWING
THE INTERSOCIETY CONSTITUTIONAL
CONVENTION

The proposed amended By-Laws (Exhibit A) of the American Psychological Association embody the recommendations from the Intersociety Constitutional Convention held in New York May 29-31, 1943, and the subsequent instructions from the Council of Directors of the APA, and the Board of Governors of the American Association for Applied Psychology at their meetings in September 1943 together with comments received following the advisory vote from all American psychologists in early 1944. These have been stated in a form which is legally acceptable under the laws of the District of Columbia, under which the APA is incorporated. A letter of advice from the attorney consulted is attached (Exhibit B).

The following steps are proposed:

1. Mail votes of approval or disapproval by the members of the APA and the AAAP (Exhibit C). These votes are advisory only, but are important as expressions from the membership, in case the actual business meetings at which actions are taken should be small.

2. A vote of approval by the AAAP at a regular business meeting (Exhibit D). This should be transmitted to the APA prior to its action at its business meeting in September 1944.* If the action by the AAAP is affirmative it will give the APA encouragement to proceed with the amendment of its By-Laws.

3. Formal action by the APA, amending its By-Laws as suggested (Exhibit E). (From a legal point of view, all that is being done is to amend the By-Laws of the APA. This is the recommendation of the Intersociety Constitutional Convention, but it would not be in the spirit of the Convention to proceed with this series of amendments unless the AAAP concurred in them.)

JOINT CONSTITUTIONAL COMMITTEE

Representing APA

J. E. ANDERSON
E. R. HILGARD, *Chairman*
W. L. VALENTINE

Representing AAAP

ALICE I. BRYAN
C. M. LOUETTIT, *Secretary*
S. L. PRESSEY

* In case final action is postponed the years 1944 and 1945 are understood to mean the year of official vote and the transitional year following the vote.

EXHIBIT A

PROPOSED BY-LAWS FOR THE AMERICAN PSYCHOLOGICAL ASSOCIATION*

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ARTICLE I

OBJECT

1. The object of the American Psychological Association shall be to advance psychology as a science, as a profession, and as a means of promoting human welfare.

ARTICLE II

MEMBERSHIP

1. The Association shall consist of three classes of members: Fellows, Associates, and Life Members.

2. Fellows of the Association shall be persons who are primarily engaged in the advancement of psychology as a science and as a profession, and who have met standards of proficiency as described below. Fellows shall be entitled to all the rights and privileges of the Association without restriction. (All those now Members of the existing APA and those now Fellows of the existing AAAP shall be Charter Fellows of the Association.)

3. The minimum standards for Fellowship shall be (1) a Doctor's degree based in part

* Material in parentheses includes suggestions for transition from present arrangements. This material will not be a permanent part of the By-Laws.

Editorial notes are introduced occasionally to explain committee action, especially where changes have been made since the edition of the By-Laws published in the *Psychological Bulletin*, 1943, 40, 626-645.

upon a psychological dissertation conferred by a graduate school of recognized standing, except when waived in special cases by the Council of Representatives, (2) prior membership as an Associate, and (3) either acceptable published research of a psychological character beyond the doctoral degree, or four years of acceptable professional experience subsequent to the granting of the doctoral degree. The Council of Representatives shall have the power to designate further standards to be met in the election of Fellows. Divisions may require higher standards than those set by the Council for the Association as a whole. Nominations for Fellow must include: (1) evidence that the minimum Association standards have been met, and (2) recommendation by one of the Divisions of the Association, specifying the designation to be used. Except for Charter Fellows, who shall continue as such unless recommended by a Division for designation, all Fellows shall be designated by a name chosen by the Division so specifying them; (e.g. Fellow in Industrial Psychology, Fellow in Physiological Psychology, Fellow in Abnormal Psychology).

4. Associates shall be persons who are interested in the advancement of psychology as a science and as a profession, and who are either in training or in practice in psychology or a field of closely allied interest. Associates shall be entitled to all the rights and privileges of the Association, except those specifically denied them in these By-Laws. (Present APA Associates and AAAP Associates shall be Charter Associates.)

5. Associates shall be (1) persons with the Doctor's degree based in part upon a psychological dissertation and conferred by a graduate school of recognized standing; or (2) persons who have completed at least two years of graduate work in psychology in a recognized graduate school or one year of graduate study plus a year of experience in professional work that is psychological in nature and who, at the time of application, are devoting full time to professional or graduate work that is primarily psychological in nature; or (3) be scientists, educators, or other distinguished person whom the Board of Directors may recommend for sufficient reason.

6. Life Members shall be persons who, having reached the age of sixty-five years and having been Associates or Fellows of the Association for at least twenty years, request such status. Although Life Members shall be exempt from paying dues, they shall retain all other rights and privileges of the Association except that of receiving journals covered by membership subscriptions. They may subscribe for such journals, if they so desire, at the rate paid by the Association for active members. (Life Members of the existing APA shall retain their status as Life Members. In counting the years of membership in the Association, years in the present APA or AAAP shall be counted.)

7. In addition to the regular membership classes, there shall be two classes of affiliates who are not members of the American Psychological Association, and shall not represent themselves as such unless and until they have met the membership requirements for Associates or Fellows and been elected to membership. These two classes shall be, first, Student Affiliates; second, Division Affiliates.

8. Student Affiliates shall be graduate students or undergraduate students majoring in psychology or related fields. Student affiliates shall have such rights and privileges as may be granted by the Council of Representatives, including special rates for journal subscriptions.

9. Division Affiliates shall be persons who belong to a Division of the Association but who do not hold membership in the Association itself. A Division may include those who are competent in related fields but who either do not qualify for Association membership or do not wish such membership.

10. Fellows and Associates shall be elected by a majority vote of the Council of Representatives present at any annual business meeting, upon nomination of the Board of Directors. Affiliates are recognized by the Executive Secretary without election upon securing the necessary endorsement and the paying of fees.

11. Divisions may establish such classes of membership within the Division as they see fit, except that the designation Fellow shall be reserved for members of the Division who are also members of the Association and elected as Fellows according to the provisions of Section 3.

12. Any Fellow, Associate, Student Affiliate, or Division Affiliate may be expelled for cause by an affirmative vote of two-thirds of the members of the Council of Representatives present at any annual business meeting. Such vote shall be taken only upon recommendation of the Committee on Scientific and Professional Ethics, after that committee has given the member or affiliate an opportunity to appear before it to answer the charges against him, and after the Committee's recommendations have been reviewed and approved by the Board of Directors.

13. Procedures for application for membership and affiliateship in the Association and for transfer from Associate to Fellow shall be prescribed by the Council of Representatives.

ARTICLE III

COUNCIL OF REPRESENTATIVES

1. There shall be a Council of Representatives which shall be the legislative body of the Association and shall have full power and authority over the affairs and funds of the Association within the limitations set by these By-Laws. It shall have the authority to elect members and to expel members. It shall have the power to provide for the making of such contracts and the delivery of such deeds, documents, and instruments as shall be necessary for the carrying out of all the purposes, functions and business of the Association as provided by these By-Laws. It shall decide all questions involving cooperation with other national organizations and may make such changes in policy or administration as it deems advisable, consistent with these By-Laws. It may recommend amendments to the By-Laws. It shall have the authority to delegate powers and responsibilities to the Board of Directors, the Committee on Publications and the Policy and Planning Board, in addition to those already designated by these By-Laws.

2. The Council of Representatives shall be composed of the Division Representatives, Regional Representatives, and Special Representatives, together with the officers of the Association, including the President, the President-Elect, the Recording Secretary and the Treasurer. The President of the Association shall preside at the meetings of the Council of Representatives and, in his absence or disability, the President-Elect shall preside. Representatives and officers on the Council shall hold office until their successors are elected and qualify.

3. Regular business meetings of the Council of Representatives shall be held in September of each year, the time and place of meeting to be decided by vote of the Council. Special meetings may be called by vote of the Board of Directors, and shall be called upon the written request of ten members of the Council. Notices of meetings, in writing, for every annual or special meeting of the Council of Representatives shall be prepared and mailed to the last known post office address of each Representative not less than fifteen days before any such meeting, and, if for a special meeting, such notices shall state the object or objects thereof, and no business shall be transacted except that stated in the notice for said special meeting. The Council of Representatives shall publish its minutes and proceedings in the official journal of the Association. On important matters of policy, the minutes shall include a record of those Representatives voting for and against a motion. Any vote shall be recorded if one-fourth of the Representatives present so request. Meetings of the Council of Representatives, except those specifically designated as Executive sessions, shall be open to members of the Association.

4. Upon petition of 100 members in good standing at the time of the petition's filing with the Recording Secretary, or upon majority vote of any duly constituted Division, any matter of legislation may be brought to the attention of the Council of Representatives, which shall vote upon it at its next regular meeting.

5. Upon petition of 200 members in good standing at the time of the petition's filing with the Recording Secretary, a request for a mail vote of the members of the Association upon a question of policy of legislation—either concerning a past action to be recalled or a new action to be initiated, but not involving an Amendment to the By-Laws—may be addressed to the Council of Representatives, which shall present the matter covered by the petition, if it is not inconsistent with the By-Laws, to the members of the Association for a mail vote on an appropriate ballot which shall present the legislation proposed and which may contain arguments for and against the legislation. The results of such a vote shall be counted by the Election Committee. When the Election Committee certifies the result to the Council of Representatives, the latter shall, if there is a majority of those voting in favor, make the legislation operative. (For Amendments to the By-Laws, see Article XX.)

6. A majority of the members of the Council of Representatives shall constitute a quorum.

7. The Council of Representatives shall be authorized to adopt and publish rules and codes for the transaction of its business, provided they do not conflict with these By-Laws.

ARTICLE IV

DIVISIONAL REPRESENTATIVES

1. Representatives of a Division, who shall be members of the Division and of the Association, shall be elected by those members of the Division who are also members of the Association.* Representatives of a Division shall be elected annually, but their renomination shall be automatic for two succeeding elections, provided they retain membership in the Association and the Division. Renomination shall not be permitted after three years on the Council without at least one year intervening.

2. The number of Representatives which any one Division shall have on the Council is determined annually in accordance with the number of members within the Division who are members of the Association. Total representation shall be determined as follows:

Members of the Division who are Associates or Fellows of the Association	Number of Representatives on the Council
200 or less	2
201 to 400	3
401 to 600	4
601 to 800	5
801 and over	6

3. If the same person should be elected as Representative of more than one Division he may serve in such dual capacity, except that he shall count as only one in determining a quorum or in any vote of the Council.

* Editor's Note: While it is desirable that officers of Divisions be eligible as Divisional Representatives, the earlier specification that Divisional chairmen and secretaries automatically be representatives has been withdrawn because of limitations which would have to be imposed upon the Divisions in the choice of their officers.

ARTICLE V

REGIONAL REPRESENTATIVES

1. It shall be the duty of the Regional Representative to call to the attention of the Council any matters relating to the welfare of psychology in his region. He shall also be responsible for representing the Association in his area on various formal occasions, and promoting the interest of psychology in conformity with the policies of the Council.

2. There shall be nine Regional Representatives elected for a term of three years, one from each of the following regions:

- I. *New England*: Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont.
- II. *Middle Atlantic*: Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania.
- III. *East North Central*: Illinois, Indiana, Michigan, Ohio, West Virginia, Wisconsin.
- IV. *West North Central*: Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota.
- V. *Southeastern*: Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia.
- VI. *Southwestern*: Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas.
- VII. *Rocky Mountain*: Colorado, Idaho, Montana, Wyoming, Utah.
- VIII. *Pacific*: California, Hawaii, Nevada, Oregon, Washington.
- IX. *Dominion of Canada*.

3. The Regional Representatives shall be members of the Association and shall be elected by preferential mail ballot of such members as are resident in the region at the time of election. Nomination shall be by the members resident in the region, in accordance with the provisions of Article XI. (In order to place into effect, during the first year the Regional Representatives for Regions I, IV, and VII shall be elected for a term of one year, those for Regions II, V, and VIII for a term of two years, and those for Regions III, VI, and IX for a term of three years.)

ARTICLE VI

SPECIAL REPRESENTATIVES

1. The Council may at its discretion propose Special Representatives of groups not qualifying as Divisions of the Association, but with reason to be represented by virtue of relation to the objectives of the Association, except that there shall not at any one time be more than three such Representatives, and no group shall have more than one such Representative. Special Representatives shall be elected annually by the group specified by the Council, subject to renomination and re-election according to the practice for Representatives of Divisions. Special Representatives and those who elect them must be members of the Association.*

ARTICLE VII

DIVISIONS

1. The special interests that lie within the Association shall be represented by Divisions.

* It is specified by vote of the Intersociety Constitutional Convention that a Special Representative of teachers of psychology in Negro institutions of higher learning shall be included, if the organization of this group so elects.

2. Every member of the Association shall be a member of at least one Division and may become a member of other Divisions under the rules of eligibility and election established by them.

3. Members of the Association not expressing a preference for a special Division shall be members of a Division of General Psychology.

4. A Division shall be set up whenever fifty or more Associates and Fellows of the Association petition for it and the Council of Representatives approves. A two-thirds vote of those present at any annual business meeting of the Council of Representatives is required for the establishment of a new Division. The Council may create such divisions provided (1) that they represent the emergence of an active and functionally unitary interest of a group of members, (2) that the interest falls within the scope of the Association as defined in Article I, (3) that the membership is not restricted to a geographical area, and (4) that the establishment of the Division is not inimical to the welfare of any other Division already established. Divisions when formed from existing societies or organized as new societies may use a society name, provided they append to it the phrase: "A Division of the American Psychological Association."

5. A division may be dissolved by a majority vote of those present at an annual business meeting of the Council of Representatives (1) when the number of Associates and Fellows within the Division falls below fifty, or (2) when two-thirds of the total membership of the Division recommend dissolution. The Council may also dissolve a Division by a two-thirds vote of those present at an annual meeting (3) for good and sufficient reason, provided the reason for dissolution is stated in writing by the Council to the membership of the Division.

6. A Division remains autonomous in all matters within its field that are not reserved to the Association and the Council of Representatives by these By-Laws. It determines its own qualifications for its membership classes and it determines what persons among its membership shall have the right to vote in Divisional matters.

7. The elected Representatives of a Division on the Council of Representatives shall be members of the Association, and shall be chosen by and only by the members of the Division who are also Associates or Fellows of the Association.

8. A Division shall have at least a Chairman (or President) and Secretary, and may have such other officers as it may desire. The qualifications for the Chairman (or President) and Secretary shall be determined by the Division, and the method of their election shall be considered a Divisional matter.

9. Each Division shall draw up its own By-Laws and rules of procedure within the framework of these By-Laws, and not inconsistent with these By-Laws. Each Division may elect such officers and appoint such committees, in addition to those prescribed in these By-Laws, as it may deem necessary for the conduct of its business, and may adopt such regulations outlining the duties of its officers, the Division Council, and committees as it may desire, except that its committee structure is subject to review by the Committee on Committees of the Association (Article XIII). A committee proposed by a Division which is more properly a committee of the Association may become a special committee of the Association on recommendation of the Committee on Committees. Each Division shall file with the Recording Secretary of the Association a copy of its By-Laws and regulations.

10. A Division may administer a journal or special funds allocated to its use, but may delegate such administrative functions to the Council of Representatives or to the Central Office.

1. The charter Divisions of the Association shall be:

1. Division of General Psychology
2. Division on the Teaching of Psychology

3. Division of Theoretical-Experimental Psychology
4. The Psychometric Society—A Division of the American Psychological Association*
5. Division on Evaluation and Measurement
6. Division of Physiological and Comparative Psychology
7. Division on Childhood and Adolescence
8. Division of Personality and Social Psychology
9. The Society for the Psychological Study of Social Issues—a Division of the American Psychological Association*
10. Division on Esthetics
11. Division on Abnormal Psychology and Psychotherapy
12. Division of Clinical Psychology
13. Division of Consulting Psychology
14. Division of Industrial and Business Psychology
15. Division of Educational Psychology
16. Division of School Psychologists
17. Division of Personnel and Guidance Psychologists
18. Division of Psychologists in Public Service
19. Division of Military Psychology

ARTICLE VIII

BOARD OF DIRECTORS

1. The Board of Directors shall consist of the President, the President-Elect, the Recording Secretary, the Treasurer, and six others elected by a preferential ballot by the Council of Representatives from among its own members. Directors shall serve for terms of three years and their term of service on the Board of Directors may outlast their membership in the Council of Representatives. All members of the Board of Directors shall serve until their successors are elected and qualify. (In order to place into effect staggered terms for the six Directors, at the first election two shall be elected for one year, two for two years, two for three years.)

2. Regular meetings of the Board of Directors shall be held semi-annually; one just prior to the annual business meeting of the Council of Representatives in September, the other approximately six months later, at a time and place to be specified by vote of the Board of Directors. Special meetings of the Board of Directors may be held at any time on the call of the President or the Recording Secretary. A quorum at any meeting shall consist of a majority of the entire membership of the Board of Directors.

3. In the case of disability or resignation of a Director, the Council may fill the vacancy for the unexpired term.

4. The Board of Directors shall be the administrative agent of the Council and shall exercise general supervision over the affairs of the Association. It shall nominate new Fellows and Associates, and shall make recommendations concerning the administration of the Association to the Council. It shall transact all business referred to it by the Council, provided, however, that the action of the Board shall not conflict with recorded votes of the Council of Representatives or these By-Laws. The Board of Directors shall supervise the work of the Executive Secretary and other employees of the Association. In the interval between annual elections, the Board of Directors shall have the power to fill vacancies created by the death, disability, or resignation of elected representatives to other organizations. In the interval between the annual business meetings of the Council of Representatives, the Board of Directors shall have authority over the affairs

* In case of adoption of these By-Laws, formal invitation will be extended to the named societies to become Divisions.

of the Association and shall take such actions as are necessary for the conduct of the Association, except that no action shall be taken which is contrary to an action taken by the Council of Representatives at its annual business meeting or which is inconsistent with these By-Laws. The Board of Directors shall make a report of its transactions at each regular meeting of the Council of Representatives.

5. If an emergency arises between annual meetings of the Council of Representatives, the Board of Directors shall have the power to change plans for meetings, to expend such funds, and to take such other actions in the name of the Association as it may deem necessary and wise, provided, however, that no action shall be taken under this emergency clause until an affirmative vote of two-thirds of the members of the Council of Representatives declaring that an emergency exists be secured and provided that all actions so taken be recorded and made available at the next succeeding meeting of the Council of Representatives and that all financial transactions shall pass through the Treasurer's office and be recorded and audited in accordance with these By-Laws and that nothing in this section be understood to delegate to the Board of Directors power to alter the procedure prescribed in these By-Laws for the election of officers. In connection with an interim or emergency action, the Board of Directors may secure a mail vote of the Council of Representatives.

6. The President of the Association shall be Chairman of the Board of Directors, and the Recording Secretary of the Association shall be Recording Secretary of the Board of Directors. The Executive Secretary of the Association and other employees may be invited to sit with the Board of Directors on appropriate occasions but shall have no vote.

ARTICLE IX

OFFICERS

1. The officers of the Association shall be as follows: a President, a President-Elect, a Recording Secretary, and a Treasurer. They shall hold office until their successors are elected and qualify.

2. The President shall be the Fellow of the Association who has just completed his term as President-Elect. The President-Elect shall automatically become President by declaration at the close of the annual meeting one year after announcement of his election as President-Elect. During his term of office the President shall serve as (a) general presiding officer of the Association, (b) Chairman of all meetings of the Council of Representatives, (c) Chairman of the Board of Directors. It shall be his duty to countersign all contracts and other instruments of the Association except checks, to exercise general supervision over the affairs of the Association and to perform all such other duties as are incident to his office or as may properly be required of him by vote of the Council of Representatives or Board of Directors at any duly constituted meeting. (In order to place these By-Laws into effect, the President shall be elected by preferential mail ballot prior to the first annual meeting by the members of the Association following primary nomination by mail ballot. He shall take office for a term extending from the beginning of the first annual meeting through the close of the next annual meeting. Thereafter the President-Elect shall become President according to the provisions of Section 2.)

3. The President-Elect shall be a Fellow of the Association, elected by preferential mail ballot by the members of the Association following primary nomination by mail ballot. He shall take office as President-Elect at the close of the annual meeting at which his election is announced. During his term of office as President-Elect he shall serve as (a) member of the Council of Representatives and Board of Directors, and (b) vice-chairman of the Council of Representatives and Board of Directors. In the event that the President shall not serve out his full term for any reason, the President-Elect shall

succeed to the unexpired remainder thereof and continue through his own term. In the event that the President-Elect shall not be able to serve out his term, both a President and a President-Elect shall be nominated and elected at the time of the next election. The duties of the President-Elect shall be those of a vice-president.

4. The Recording Secretary shall be a Fellow of the Association elected by the Council following nomination by the Board of Directors. He shall serve for a term of three years, beginning at the close of the annual business meeting at which his election is announced, and shall not succeed himself more than once in this office. During his term of office he shall serve as (a) member and secretary to the Council of Representatives, and (b) member and secretary of the Board of Directors. It shall be the duty of the Recording Secretary to keep the records of all meetings of the Council of Representatives and Board of Directors in due form as prescribed by law; to have charge of the seal and corporate books; to file and hold subject to call and to direct the publication of such records, reports and proceedings as are authorized by these By-Laws and by vote of the Council or Board of Directors at any duly constituted meeting; to bring to the attention of the Council and the Board of Directors such matters as he deems necessary; to conduct the official correspondence of the Association; to have custody of the bonds which are required to be filed by the Treasurer and such other fiduciary employees as shall be required by the Board of Directors to file a bond, holding these bonds subject to the order and direction of the Board of Directors; to issue calls and notices of meetings; to sign such checks or other drafts upon the funds of the Association as may be necessary in case of the death or incapacity of the Treasurer, and the Recording Secretary is hereby authorized to sign such checks or drafts in such contingency; to execute, seal or deliver any contracts, deeds, instruments or other documents which he shall be required to execute, seal or deliver on behalf of the association by the By-Laws, vote of the Council of Representatives or the Board of Directors; and in general to perform all such other duties as are incident to his office or as properly may be required of him by vote of the Council or Board of Directors at any duly constituted meeting. In the absence of any specific provision of these By-Laws to the contrary, the Recording Secretary shall have power and authority to represent the Association in the voting or other management of any stock held by the Association in any other corporation or company; and in the event that the performance of such acts by the Recording Secretary becomes impossible or inadvisable, by virtue of law or otherwise, the Recording Secretary shall have the power to appoint any member of the Association to act as duly authorized agent of the Association for the performance of said acts.

5. The Treasurer of the Association shall be a Fellow of the Association elected by the Council following nomination by the Board of Directors. The Treasurer shall take office for a term of five years beginning at the end of the fiscal year during which his election is announced, and shall not succeed himself more than once in this office. During his term of office he shall serve as (a) senior fiscal officer of the Association, (b) member and fiscal officer of the Council of Representatives and Board of Directors, (c) fiscal representative of the members of the Association to the Central Office and to the Advisory Board on Publications. It shall be the duty of the Treasurer to have custody of all funds, deeds, stocks, securities including those of the Association's publications and to deposit the same in the name of this Association in such bank or banks as the Council or Board of Directors may direct; to have custody of all other property of the Association not otherwise expressly provided for by these By-Laws and to hold same subject to the order and direction of the Council; to collect subscriptions and other debts due the Association by all persons whatsoever; and to execute, seal or deliver any contracts, deeds, instruments or other documents which he shall be directed to execute, seal or deliver on behalf of the Association by the By-Laws, vote of the Council or Board of Directors. He shall have authority to sign checks and drafts on behalf of the Association for the disbursement of

funds for the duly authorized purposes of the Association as provided by the By-Laws, vote of the Council or Board of Directors. He shall be bonded by any amount fixed by the Board of Directors, the bond to be filed with the Recording Secretary of the Association. He shall, at all reasonable times, exhibit his books and accounts to any member of the Association. He shall keep a full and complete record of all money received and all money paid out, and shall perform such other duties as reasonably may be required of him by vote of the Council of Representatives or Board of Directors at a duly constituted meeting. The Treasurer shall deliver an audited report for each fiscal year to the Board of Directors.

ARTICLE X

CORPORATE SEAL

1. The corporate seal of this Association shall be (here will be inserted a drawing of the corporate seal unchanged from that now in use).

ARTICLE XI

NOMINATIONS AND ELECTIONS

1. A call for nominations for the office of President-Elect and Regional Representative shall be issued by mail by the Election Committee to all members of the Association not later than March first of each calendar year. The nomination ballot shall provide spaces for at least three names to be listed in order of rank for each office to be filled. (Nominations for President shall be called for at the first selection only.)

2. The Election Committee shall be responsible for the reporting of nominations and elections. The Chairman of the Election Committee shall report a preferential count of the nominees for President-Elect and Regional Representatives to the Recording Secretary not later than May first. The names reported shall be those receiving a large number of nominating votes, the number of names reported being determined by the Election Committee, but being at least four nominees for President-Elect and at least two for each Regional Representative to be elected. (A count of nominations for President shall be provided at the first election only.) The Chairman of the Election Committee shall report at the same time nominations from the Divisions, as transmitted to the Election Committee by the secretaries of the Divisions. Such nominations shall include nominations for Representatives of the Division to the Council of Representatives, and at the request of the Division may include Divisional officers. Divisional Representatives who have served less than three years shall be renominated automatically and designated as incumbents on the ballot, but additional nominations shall be provided so that there shall be at least two names for every position to be filled.

3. It shall be the duty of the Election Committee to ascertain that all of the nominees for any office are willing to stand for office; if nominees are unwilling to stand for office their names shall not appear on the election ballot, and other nominees shall be substituted if necessary to secure at least four nominees for President-Elect and at least two nominees for each other position.

4. The Recording Secretary then shall issue through the Central Office the appropriate election ballots not later than June first to all members of the Association. Voting shall be by mail.

5. The Election Committee shall report to the Board of Directors a preferential count of the election ballots for the office of President-Elect and Regional Representatives not later than August first. The Election Committee shall secure reports from the secretaries of Divisions, and report their election results at the same time to the Board of Directors. Officers shall continue in office until the time provided in these By-Laws for their successors to assume office, provided the election of their successors has been reported to the

Board of Directors in accordance with the above provisions; in case the procedure is not followed for any office, the incumbent shall remain in office until his successor is elected and qualifies.

6. Announcement of elections shall be made by the Board of Directors at the annual business meeting of the Council, and at the annual convention at the session on Report of the Council.

ARTICLE XII

POLICY AND PLANNING BOARD

1. The Council of Representatives shall elect, not necessarily from its own members, a Policy and Planning Board of nine members of the Association, three of whom shall be elected each year, and each of whom shall serve for a term of three years. In the event of the incapacity or resignation of a member of this Board, the Council shall fill the vacancy for the unexpired term. (In order to place into effect, at the time of the first election, three members shall be elected for a term of one year, three for a term of two years, and three for a term of three years.)

2. The Policy and Planning Board shall represent all the active interests within the Association, so far as possible.

3. The Board's function shall be the consideration of current and long-range policy. As a continuing body, it shall recommend to the Council of Representatives such changes in existing policy and such extensions or restrictions of the functions of the Association or its Divisions as are consonant with the purposes of the Association. The Board shall report annually in writing to the Council and by publication to the entire membership of the Association. It may also make recommendations *ad interim* when it deems them desirable.

4. The Board shall elect a Chairman and Secretary annually from its own membership.

5. The Board shall meet at least once each year at the call of its Chairman or Secretary.

6. The Policy and Planning Board shall review the structure and function of the Association as a whole in 1950 and in every fifth year thereafter and shall make appropriate written report and recommendations to the Association.

ARTICLE XIII

COMMITTEES

1. The committees of the Association shall consist of such standing committees as may be provided by these By-Laws and such special committees as may be established by vote of the Council of Representatives or the Board of Directors.

2. The Committee on Committees shall consist of five members elected by the Council of Representatives for terms of five years. It shall be the duty of the Committee on Committees to keep informed on the committee structure of Divisions of the Association, in order to avoid duplication, and to make recommendations concerning the Association committee structure and personnel, the addition of new committees and the discontinuance of old committees. The formation of new committees by Divisions shall be subject to the approval of the Committee on Committees. Committees proposed by Divisions which appear to the Committee on Committees to deal with matters concerning two or more Divisions of the Association may be recommended as special committees of the Association, and may be appointed as such by the Council of Representatives. (In order to place into effect, at the first election, one member shall be elected for a term of one year, one for two years, one for three years, one for four years, and one for five years.)

3. The Finance Committee shall consist of the Treasurer and four members elected by the Council of Representatives. The Treasurer shall serve as Chairman. While the committee shall be elected annually, members may succeed themselves. It shall be the duty of the Finance Committee to present an annual budget, to supervise investments, and to nominate the professional auditors who shall be elected annually by the Council of Representatives.

4. The Convention Program Committee shall consist of three members elected by the Council of Representatives each for a term of three years. This committee shall each year add to its membership two members of the Association from the area or place at which the Annual Convention is to be held. It shall be the duty of the committee in conjunction with the Central Office to coordinate the Divisional programs and arrange for general scientific programs at the time of the Annual Convention. (In order to place into effect, at the first election one member shall be elected for a term of one year, one for two years, and one for three years.)

5. The Committee on Scientific and Professional Ethics shall consist of five members elected from different parts of the country for staggered terms of five years. Election to this committee shall be by vote of the Council of Representatives at its annual meeting on nomination by the Board of Directors. It shall be the duty of this committee to receive and investigate complaints of unethical conduct of Fellows, Associates, and Affiliates; to endeavor to settle cases privately; to report annually to the Council of Representatives on types of cases investigated with specific mention of difficult or recalcitrant cases; to recommend to the Council disciplinary action to be taken by the Association when in the Committee's judgment such action is justified and desirable; and to formulate from time to time rules or principles of ethics for adoption by the Association. (In order to place into effect, at the first election one member shall be elected for one year, one for two years, one for three years, one for four years and one for five years.)

6. The election Committee shall consist of the three most recently retired Presidents of the Association, the most recently retired President acting as Chairman of the Committee. In case of the incapacity of a member of this Committee, the next most recently retired President, who is not already a member of the Committee, shall become a member of the Committee. It shall be the duty of the Election Committee to conduct and supervise the mail elections as provided in Article XI of these By-Laws. (Until the system become established, the two most recently retired Presidents of the American Association for Applied Psychology who are members of the American Psychological Association, and the two most recently retired Presidents of the American Psychological Association shall function as the Election Committee, the most recently retired President of the American Psychological Association acting during the transitional year as Chairman; in the next year the Committee for the preceding year shall elect the Chairman from among those of its own membership who are to continue.)

7. The Committee on Student Affiliates shall consist of five members elected by the Council from different parts of the country for staggered terms of five years. It shall be the duty of this committee to represent the interests of the Student Affiliates, to encourage the organization of local groups, and to stimulate interest in the Association among those in training for the profession. This Committee shall add student representatives to its own membership. (In order to place into effect, at the first election one member shall be elected for a term of one year, one for two years, one for three years, one for four years, and one for five years.)

8. The Committee on Public Relations shall consist of three members elected by the Council for terms of three years. It shall be the duty of the committee to advise the Executive Secretary on matters pertaining to public relations. (In order to place into effect, at the first election one member shall be elected for a term of one year, one for two years, one for three years.)

9. The Committee on Publications shall be elected in accordance with the provisions of Article XVII, Section 4.

10. All committees appointed by the Association shall submit, three weeks in advance of the annual business meeting of the Council of Representatives, a report in writing to the Recording Secretary, in order that the Council may discuss and act upon recommendations arising out of such reports.

ARTICLE XIV

AFFILIATIONS AND BRANCHES OF THE ASSOCIATION

1. The Association shall encourage the organization of psychological societies and associations formed in accordance with general or special interests in psychology with geographical divisions of any size such as a region, a state or a city.

The Council of Representatives shall consider and provide means for aiding the activities of these local groups which tend to advance psychology as a profession. Means shall be devised for facilitating communication between affiliated societies and between these societies and the Council of Representatives.

2. Any association or society with aims similar to those of the American Psychological Association may petition the Council of Representatives for affiliation by submitting a statement describing its aims and purposes, together with copies of its By-Laws and lists of its officers and members. Upon the receipt of such a petition the Council of Representatives shall refer it to the Board of Directors for examination and recommendation, and shall act upon it at the next succeeding annual meeting. (All present geographical branches of the American Psychological Association, and all present affiliates of the American Psychological Association and of the American Association for Applied Psychology shall be granted affiliation with the American Psychological Association under the amended By-Laws, if they request it.)

3. The conditions under which affiliation shall be permitted are as follows:

- a. The association shall assume no responsibility whatever for the administration or the financial affairs of affiliated organizations.
- b. The responsibility for scientific programs rests with the affiliated organization except that, when meeting at the same time and place as the Association, the affiliated organization's program must be coordinated with that of the Association and its Divisions through the Convention Program Committee.
- c. Each affiliated organization shall determine its own membership requirements and form of organization.
- d. Each affiliated organization shall exercise such control over its membership that membership in the affiliated organization shall not imply membership status in the Association.
- e. The Executive Secretary shall include in the Yearbook such information about the affiliated societies, their members and officers, as may be deemed appropriate.

4. In the event that the Council of Representatives believes that the conditions of affiliation are not being fulfilled by a given organization or that its affiliation is no longer to the best interest of the Association, the principal officers of the affiliated organization shall be so informed and the affiliation may thereafter be terminated by a two-thirds vote of the Council of Representatives.

5. The provisions of this Article shall apply to societies or clubs formed by student affiliates who are under the jurisdiction of the Committee on Student Affiliates (Article XIII, Section 7).

ARTICLE XV

AFFILIATIONS OF THE ASSOCIATION WITH OTHER ORGANIZATIONS

1. The Council of Representatives may establish affiliations with national and international scientific and professional organizations by two-thirds vote of those present at a regular meeting, may elect such representatives thereto as are necessary and proper, may authorize the payment of appropriate fees for such affiliation, and may terminate such affiliations when they are not in the interest of the Association.

2. The Board of Directors shall nominate to the Council of Representatives for representatives of the Association in the Division of Anthropology and Psychology of the National Research Council double the number of names required. These names shall then be voted upon by the Council of Representatives, and the requisite number of names of members receiving the highest number of votes shall be presented to the Division of Anthropology and Psychology of the National Research Council as the Association's nominees for its representatives.

3. The names of members submitted by the Executive Committee of the Social Science Research Council shall be voted upon by the Council of Representatives. The name of the Member receiving the highest number of votes shall be presented to the Social Science Research Council as the Association's nomination for its representative.

ARTICLE XVI

CENTRAL OFFICE

1. The Association shall maintain a Central Office for the promotion of the objectives of the Association and its Divisions. The functions of the Central Office shall include the administrative detail of the Association, the business management of publications, issuance of the yearbook, facilitation of personnel placement, promotion of public relations, and such other general and special services as are allocated to it by the Council of Representatives and the Board of Directors. Functions may be allocated to the Central Office by Divisions, provided they are consistent with these By-Laws. Details of arrangements between Divisions and the Central Office shall be cleared through the Board of Directors.

2. The Central Office shall be established at such a place and with such facilities as the Council of Representatives may direct.

3. The Association shall employ an Executive Secretary as the administrative agent of the Association and as managing director of the Central Office to work under the supervision of the Board of Directors. He shall be available to the officers and committees for professional consultation in connection with the affairs of the Association. He shall be employed for a term not to exceed five years, and shall ordinarily not be reappointed more than once. During his term as Executive Secretary he shall not hold any office within the Association or any of its Divisions.

4. The Board of Directors shall nominate a member of the Association to the Council for appointment as Executive Secretary. Election of the Executive Secretary shall be by a two-thirds vote of those present at a regular meeting of the Council. The Executive Secretary may be removed from office before the expiration of his term by a two-thirds vote of those present at a regular meeting of the Council of Representatives if it appears that the best interests of the Association are not being served by the incumbent.

5. A budget for the Central Office shall be recommended by the Finance Committee and approved by the Council of Representatives. The Executive Secretary may appoint such office personnel and acquire for the Association such office materials and equipment as the budget specifications warrant, except that appointments to his staff shall be approved by the Board of Directors.

6. The Executive Secretary shall report annually on the non-fiscal operations of the Central Office to the Council of Representatives through the Board of Directors. This report shall supplement the report on fiscal operations presented by the Treasurer. A summary of the report shall be presented to the Association, at the session of the annual convention devoted to Report of the Council, and published in the official journal of the Association.

ARTICLE XVII

PUBLICATIONS

1. Such records, reports, proceedings and journals containing scientific papers shall be published as are authorized by these By-Laws or by vote of the Council of Representatives at any duly constituted meeting. Among these shall be an official journal which shall contain discussion of professional problems, programs, reports, proceedings, announcements, presidential addresses, and such other official papers as the Council of Representatives may deem appropriate, and a journal which shall abstract the psychological literature and be known as *Psychological Abstracts*. Both of these shall be distributed to all members.

2. The Council of Representatives has the authority to acquire journals by purchase or deed of gift, and shall honor previous agreements contained in contracts or deeds of gift. With the approval of the Council of Representatives, Divisions may assign the business management of their own special journals to the Central Office. A Division may require its members to subscribe to its own special journal or journals.

3. The business management of the journals of the Association shall be the responsibility of the Board of Directors which shall submit a budget annually and shall report annually in writing to the Council of Representatives and to the membership on the financial status of the journals. The Board of Directors may delegate its responsibility for the management of the journals to the Central Office and to the Executive Secretary, who acting as Business Manager of Publications, shall be responsible for the annual preparation of the budget and financial report, and for the business details of the journals, in accordance with the policies outlined by the Board of Directors. He shall secure competitive bids for the printing of the journals and shall maintain accurate mailing lists of subscribers and shall be responsible for the storage and subsequent sale of back numbers.

4. The Council of Representatives shall elect a Committee on Publications, which shall consist of three members of the Board of Editors and three members of the Council who are not, at the time of election, editors of Association journals. The members of this committee shall serve for terms of three years, staggered so that one editor and one member of the Council is elected each year. (In order to place into effect, at the time of the first election, one editor and one Council representative shall be selected for a term of one year, one and one for two years, one and one for three years respectively.) Membership of the Council Representatives on the Committee on Publications may outlast membership on the Council of Representatives. It shall be the function of the Committee on Publications to make recommendations to the Council of Representatives through the Board of Directors on the management of journals, on the acquisition, initiation, or discontinuance of journals, and on the nomination of editors. The President and President-Elect shall be *ex officio* members of the Board during their terms of office. The senior representative of the Council of Representatives on the Committee shall act as chairman of the Committee. The Committee on Publications shall meet at least once each year prior to the annual business meeting of the Council. At this meeting the reports from the Board of Editors and the Business Manager shall be reviewed, recommendations with regard to the management of the journals prepared, and nominations for editorship made. At its discretion the Committee may invite representatives of any of the publications of the As-

sociation or of the Divisions of the Association to be present to consider common problems.

5. The Board of Editors shall consist of the editors of the journals of the Association. It shall be the duty of the Board of Editors to outline general editorial policy, and to supervise the editorial conduct of the journals. The Board shall select its chairman annually. The Board shall have power to draw up rules and regulations for the conduct of its own meetings, for the guidance of editors, for the selection of assistant and associate editors, and for the submission of manuscripts. The Board shall prepare an annual report in writing on the editorial conduct of the journals which shall include a summary of the number of manuscripts received, accepted, and rejected.

6. Editors of Association journals shall be elected for a term of six years, one or two editors retiring at the end of each calendar year. (The present editors of Association journals shall continue for the remainder of their existing terms at the time of the adoption of these By-Laws.) Editors may be re-elected for one term only, except in the case of *Psychological Abstracts*, where a longer period of service may be authorized by vote of the Council of Representatives. Election shall be by the Council of Representatives upon receipt from the Committee on Publications of at least two nominations for each vacancy. Editors shall normally be elected one year prior to their taking office as editor. In the case of the disability or resignation of any editor, the Board of Editors through its chairman shall be responsible for the editorial conduct of the journal concerned, until a successor is duly elected to fill the unexpired term by a mail vote of the Council of Representatives upon the recommendation by the Committee on Publications of at least two names for the vacancy. By two-thirds vote of those present at an annual business meeting, the Council of Representatives may terminate an editor's term before its normal expiration. It shall be the duty of each editor to conduct his journal in conformity with the general policies outlined by the Board of Editors. The decision of an individual editor as to the selection or rejection of manuscripts submitted to him shall be final. Once each year, each editor shall submit to the Committee on Publications a written report concerning the state of the journal which he edits.

ARTICLE XVIII

ANNUAL CONVENTION

1. There shall be an annual convention of the Association at a time and place to be determined by the Council of Representatives. (The time and place of the first annual meeting shall be determined by enabling action of the national societies concerned therewith.) Announcement of time and place of the annual convention shall be made by the Council of Representatives one year and plans shall be made at least two years in advance thereof.

2. All Divisions of the Association and affiliated societies may arrange programs at the annual convention.

3. The Central Office shall provide such counsel and material assistance to the Division Program Committees and to the Convention Program Committee as may be requested and as seems to the Executive Secretary and the Board of Directors to be most effectively and economically provided by the office without prejudice to the best interests of the Divisions and the Association.

4. In lieu of an annual business meeting of members, the Convention Program Committee shall provide for a session at the annual convention on Report of the Council with the President of the Association presiding, such session not to conflict with other major program interests. At this session, the Council of Representatives shall submit a summary report of its business for the year, including summary reports from the Treasurer, the Board of Directors, and the Executive Secretary.

ARTICLE XIX

SUBSCRIPTIONS

1. The annual subscription to be paid by Fellows, Associates, Student Affiliates, and Division Affiliates shall be determined by the Council of Representatives. (The annual subscription for the first year*: for Charter Fellows shall be Fifteen Dollars per year; for Charter Associates, Ten Dollars per year; for Student Affiliates Five Dollars per year; and for Division Affiliates, Two Dollars per year.)

2. Subscriptions of Fellows, Associates, and Student Affiliates shall entitle them to the official journal of the Association, to *Psychological Abstracts* and to the Yearbook.

3. The annual subscription of Division Affiliates (non-members of the Association) shall be set by the Council of Representatives, over and above such fees as the Division may require. For this subscription, Division Affiliates shall receive the official journal and the Yearbook.

4. There shall be made available to each Division to which an Associate or Fellow belongs, One Dollar from his subscription for the specific use of that Division. For the use of the first Division to which the member belongs, this sum shall be made available from the general subscription; for each additional Division, One Dollar shall be collected from the member in addition to the general subscription, and made available to this Division for its use. A Division may require additional subscriptions of its own members.

5. The Central Office shall act as the collection agency for the Divisions. All unexpended funds at the end of the fiscal year allocated to Divisions from Association subscriptions shall revert to the treasury of the Association. This shall not apply to any special subscriptions made in the name of the Division, and specified as non-reverting.

ARTICLE XX

AMENDMENTS

1. The Association, by mail vote of the members on the official rolls of the Association at the time of mailing, may adopt such By-Laws or amendments to By-Laws as it deems necessary for the management of the affairs of the Association, the prescription of the duties of officers, committees and employees, and for the conduct of all kinds of business within the objects and purposes of the Association. Amendments may be proposed by the Council of Representatives on its own initiative; or as the result of recommendations from the Policy and Planning Board; or from the Board of Directors, when approved by the Council of Representatives by a majority vote; or on petition signed by 200 members of the Association. A copy of each amendment proposed, with space appropriate for voting and such explanations of the amendment as the Council of Representatives deems necessary, shall be mailed to the last recorded address of each member. Sixty days after date of mailing, the ballot shall be closed and the votes counted by the Election Committee, which shall certify the result to the Council of Representatives at its next annual meeting, at which time the amendment, if passed by two-thirds of all the members voting, shall go into effect.

ENABLING ACTION

The Joint Committee has transmitted to the Board of Governors of the AAAP and to the Council of Directors of the APA suggestions for enabling action and suggested provisions for the transitional year, in case these By-Laws are favorably acted upon.

* It is estimated that \$40,000 per year will be needed to provide the services of the new Association.

EXHIBIT B

LETTER FROM CHARLES H. BRADLEY

May 17, 1944

Mr. E. R. Hilgard,
War Production Board,
Room 2411, Social Security Building,
Washington 25, D. C.

Dear Mr. Hilgard:

I have considered the plan for affiliation of various psychological associations and societies within the framework of the American Psychological Association under proposed amended By-Laws. The fundamental legal question is of course whether the APA has the requisite powers. It is a corporation of the District of Columbia and can only do what it is authorized to do under the laws of that jurisdiction, its Certificate of Incorporation and its present or amended By-Laws. Its authority to act as a corporation is limited to the District of Columbia, except such privileges and rights as are extended to it under the general laws of the several states where it might wish to operate.

The APA was incorporated under a general law which authorizes three or more persons to associate themselves and form a corporation for various purposes including scientific. The Certificate of Incorporation recites that the signers desired to associate themselves for scientific purposes, and that the object of the society is "to advance psychology as a science." In Article I of the proposed By-Laws it is stated that the objects of the Association "shall be to advance psychology as a science, as a profession, and as a means of promoting human welfare." The incorporation for scientific purposes, and the stated purpose "to advance psychology as a science" are in my opinion sufficiently broad to include the additional general purposes stated in the proposed By-Laws. It is not necessary to amend the Certificate of Incorporation.

The proposed By-Laws have been carefully considered, discussed with you, and some changes have been made in the draft submitted. The APA would, in my opinion, be authorized under its Certificate of Incorporation and the laws of the District of Columbia to operate under them.

The APA must be operated by and be under the control of its membership. This will be accomplished under the proposed By-Laws by the requirement that representatives on the Council of the regions, divisions, and special groups, be members or associates of and elected by members of the APA. If there were a possibility of a majority of the representatives on the Council being elected by a minority of the total membership of the association, some change should be made in the proposed By-Laws to prevent control by a minority. It is understood however that it is highly improbable that such a situation could arise.

In the Chapter of the District of Columbia Code under which the Association was incorporated, is a section which, insofar as applicable, reads as follows:

Such incorporated society may elect its trustees, directors, or managers at such time and place and in such manner as may be specified in its by-laws, who shall have the control and management of the affairs and funds of the society, and a majority of whom shall be a quorum for the transaction of business, and whenever any vacancy shall happen in such board of trustees, directors, or managers the vacancies shall be filled in such manner as shall be provided by the by-laws of the society: . . .

Under the proposed By-Laws the Council of Representatives would be the governing body, would be the association's managers, and would have control and custody of its affairs and funds. The Council will consist of a rather large number of persons which

might make its actions as the governing body somewhat cumbersome. However, the powers given the Board of Directors under the proposed amended By-Laws, and such others as are delegated by the Council, should enable the Board to efficiently carry on the business of the Association between meetings of the Council.

The proposed By-Laws should be approved by the AAAP and any other associations which are to become affiliated with the APA before they are adopted by the latter.

The present By-Laws provide in Article XII that at any annual meeting By-Laws may be adopted or amended by vote of two-thirds of the members present. This language is very clear, but because of the substitution of the amended By-Laws, the proposed increase in activities of the APA, and the difficulties which there will undoubtedly be in attendance of members at the annual meeting, it would be advisable, as is apparently contemplated, to obtain by mail from the members their consent or dissent to the adoption of the proposed By-Laws. While these written consents or objections could not be counted as votes at the meeting, unless there were a By-Law provision authorizing it, they would be indicative of the wishes of the absent members and could and should be considered in any action taken by the members present. Such consents as were obtained would estop those giving them from later complaining of actions taken in accord therewith. Should a majority, or even a large percentage of the total membership not present at the meeting, indicate disapproval of proposed action, it would appear inadvisable that such action be taken by the members present at the meeting.

The actions taken by the AAAP and any other interested association for approval of the proposed By-Laws and to effect affiliation with the APA thereunder must be in accord with their charters (if any), By-Laws, and applicable State laws.

Affiliation of the American Association for Applied Psychology, a corporation, is to be affected by its Associates and Fellows being invited to become respectively associates and members of the APA under an amendment to the latter's By-Laws to become effective in September, 1944. It is understood that the only other corporation involved is the Psychometric Corporation which publishes the journal of the Psychometric Society, the latter to be a charter division of the APA.

Whatever action is taken by the AAAP and the Psychometric Corporation must, of course, be determined by their respective members under their charters, By-Laws, and the laws of their respective domiciles. They could doubtless sell and transfer their assets to the APA which, under appropriate corporate action, could acquire them. It is understood that the chief assets of these other two corporations are their journals. If the APA acquired these journals and continued their publication they would have to be published as journals of the APA under appropriate titles.

If the proposed plan is carried out it would appear preferable for these other corporations to dispose of their assets, wind up their affairs and dissolve. If the assets are sold to others than the APA, the journals doubtless should not be included but discontinued. If such action is taken care should be exercised to insure that it is in conformance with the laws of each corporation's domicile. If those corporations retained their assets and continued in existence it would not be advisable for the APA to publish the journals of those corporations under contracts with them. The APA might be considered as engaging in a publishing business which it would not be authorized to do.

Under the present plan the proposed amended By-Laws of the APA are to be adopted in September, 1944, to become effective a year later. A proposed plan of procedure during the intervening year, including adoption of certain amendments of the existing By-Laws to become effective in September, 1944, have been considered and discussed with you. Certain changes were made therein and the present plan would doubtless prove satisfactory.

The American Psychological Association is exempt from Federal and District of

Columbia income taxes and Federal Employment taxes. The provision in each of these laws is almost identical and exempts organizations operated exclusive for religious, charitable, scientific, literary or educational purposes, no part of the net earning of which inures to the benefit of any private shareholder or individual. If the proposed By-Laws are adopted and the APA operates under them it would still come within the exemption.

Sincerely yours,

CHARLES H. BRADLEY

EXHIBIT C

PROPOSED MAIL VOTE FOR THE AMERICAN ASSOCIATION OF APPLIED PSYCHOLOGY

The following mail votes are proposed:

1. It is hereby recommended that the American Association for Applied Psychology go on record as approving the proposed amended By-Laws of the American Psychological Association, as attached.

In the event that the American Psychological Association adopts these amended By-Laws, it is understood that the functions now performed within the American Association for Applied Psychology will be performed within the American Psychological Association, and steps will be taken for the dissolution of the American Association for Applied Psychology as now constituted.

The activities of the American Association for Applied Psychology will in any case continue for the year 1944-1945, its regularly elected officers, committees, editors, continuing to exercise their duties during that year under the existing By-Laws of the American Association for Applied Psychology.

_____ I vote in favor of the above proposition

_____ I vote against the above proposition

2. Vote for one of the following:

_____ a. If two-thirds of the members voting on this ballot are favorable to adoption of the amended By-Laws, I vote in favor of action at the business meeting in September, 1944, even though the meeting is small provided, of course, that a quorum is present.

_____ b. Regardless of the results of the present mail vote, I vote in favor of postponing final action until the first regular meeting of the Association after the termination of the war.

Check one:

_____ Associate

_____ Fellow

PROPOSED MAIL VOTE FOR THE AMERICAN PSYCHOLOGICAL ASSOCIATION

The following mail votes are proposed:

1. It is hereby recommended that the By-Laws of the American Psychological Association be amended according to the proposal attached.

It is understood that the American Psychological Association will not take final action in adopting these amended By-Laws unless they have been approved by the American Association for Applied Psychology.

_____ I vote in favor of the above proposition

_____ I vote against the above proposition

2. Vote for one of the following:

_____ a. If two-thirds of the Members voting on this ballot and two-thirds of the Associates voting on this ballot are favorable to adoption of the amended

By-Laws, I vote in favor of action at the business meeting in September, 1944, even though the meeting is small provided, of course, that a quorum is present.

- b. Regardless of the results of the present mail vote, I vote in favor of postponing final action until the first regular meeting of the Association after the termination of the war.

Check one:

—— Associate

—— Member

EXHIBIT D

PROPOSED VOTE FOR SEPTEMBER MEETING OF THE AAAP

Moved that, in view of the wishes of the membership as expressed in the mail ballot, the American Association for Applied Psychology recommend to the American Psychological Association that it amend its By-Laws in accordance with the attached proposal.

Since further steps cannot be taken appropriately by the American Association for Applied Psychology until the American Psychological Association has acted, it is proposed that this business meeting be reconvened following the APA business meeting.*

EXHIBIT E

PROPOSED VOTE FOR SEPTEMBER MEETING OF APA

Moved that the By-Laws as printed in the 1944 Yearbook, together with such amendments as may be voted for the year 1944-1945**, be rescinded as of the date of the annual meeting in September 1945;

that the amended By-Laws as approved by mail and as presented at this meeting be adopted to be effective at the date of the annual meeting in September 1945;

that following termination of reports from officers and committees and other old business at the annual meeting of September 1945, the presiding officer shall declare the amended By-Laws to be in effect and shall call for a motion adjourning the annual meeting of members. At the termination of this meeting, the Council of Representatives elected in 1945 shall convene under the newly elected President and assume their duties under the amended By-Laws. The Secretary and Treasurer shall continue to serve until their successors are elected and qualify.†

PROVISIONS FOR THE TRANSITIONAL YEAR 1944-1945 A REPORT OF THE COMMITTEE ON THE CONSTITUTION††

Introductory Note: The general principle is accepted that both the American Psychological Association and the American Association for Applied Psychology will continue to operate during 1944-1945 much as they have during 1943-1944.

* In case the APA adopts the amended By-Laws, steps will be taken to smooth the transition to the new organization, and to terminate the AAAP organizational structure.

** In case the motion as stated is passed, amendments will be offered, calling for elections during the transitional year to provide a new Council of Representatives and new Officers to be ready to serve when the amended By-Laws are in effect.

† The provision is necessary for these officers whose successors remain to be chosen by the newly elected Council of Representatives. The previous officers must serve until they can turn over their books to appropriate new officers.

†† The report has been edited to contain the corrections and additions made at the Annual meeting.

The changes proposed below assume favorable action by both societies on the proposals. The changes make possible an election within the APA in the spring of 1945 which will provide officers and members of the Council of Representatives appropriate to the amended By-Laws which would then become effective in September 1945.

CHANGES IN EXISTING AMERICAN PSYCHOLOGICAL ASSOCIATION BY-LAWS
FOR THE TRANSITIONAL YEAR 1944-1945

Article I, Section 3

Delete: "An Associate shall not be entitled to vote, or to hold office or to any other privileges of Members except those specifically provided for."*

Substitute: "An Associate shall be entitled to vote and to all other rights and privileges of the Association except those herein restricted."

Article I, Section 12

During the year 1944-1945, Associates of the American Association for Applied Psychology not at the time belonging to the American Psychological Association shall be invited to become Associates of the American Psychological Association, and shall be accepted as Associates upon payment of the annual subscription without following the election procedure of Sections 5, 8, and 9.**†

Article I, Section 13

During the year 1944-1945, Fellows of the American Association for Applied Psychology who are at the time either Associates or non-members of the American Psychological Association, shall be invited to become Members of the American Psychological Association, and shall be accepted as Members upon payment of the annual subscription without following the election procedure of Sections 5, 6, 7, 8, 9, and 10.

Article VI, Section 1

Delete the present Section 1, beginning "At least five months before the date set for the Annual Meeting, the Election Committee, . . ." and ending " . . . to be designated by the Council by standing regulation."

Incorporate the new Section 1 below, parts a, b, c, d.

Section 1, Part a. Call for Nominations

A call for nomination for the office of President and President-Elect and for Regional Representatives shall be issued by mail to all Associates and Members of the Association not later than March 1, 1945. Voting shall be by mail. Only Members of the Association shall be eligible for President or President-Elect, but Associates may be eligible as Regional Representatives. The nomination ballot shall provide spaces for at least three names to be listed in order of rank for each office to be filled.

* This is necessary in order to provide the voting privileges called for under the amended By-Laws.

** This provides a mechanism for adding members after the annual meeting, before the elections in the spring of 1945.

† At the time the amended By-Laws come into effect, the Charter Associates and Charter Fellows will be those described in the amended By-Laws. The Council of Representatives elected in the spring of 1945 will represent these Charter Associates and Fellows through the membership provisions of Sections 12 and 13. The payment of subscriptions to both the APA and the AAAP is in lieu of the increased subscription to be called for under the amended By-Laws.

Section 1, Part b. Regional Representatives

The following nominations are to be made for Regional Representatives:

Region I. New England. Nominations by Associates and Members resident at the time of nomination in Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont, for one representative to be elected for a term of one year.

Region II. Middle Atlantic. Nominations by Associates and Members resident at the time of nomination in Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania, for one representative to be elected for a term of two years.

Region III. East North Central. Nominations by Associates and Members resident at the time of nomination in Illinois, Indiana, Michigan, Ohio, West Virginia, Wisconsin, for one representative to be elected for a term of three years.

Region IV. West North Central. Nominations by Associates and Members resident at the time of nomination in Iowa, Kansas, Minnesota, Missouri, Nebraska, North Dakota, South Dakota, for one representative to be elected for a term of one year.

Region V. Southeastern. Nominations by Associates and Members resident at the time of nomination in Alabama, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, for one representative to be elected for a term of two years.

Region VI. Southwestern. Nominations by Associates and Members resident at the time of nomination in Arizona, Arkansas, Louisiana, New Mexico, Oklahoma, Texas, for one representative to be elected for a term of three years.

Region VII. Rocky Mountain. Nominations by Associates and Members resident at the time of nomination in Colorado, Idaho, Montana, Wyoming, Utah, for one representative to be elected for a term of one year.

Region VIII. Pacific. Nominations by Associates and Members resident in California, Hawaii, Nevada, Oregon, Washington, for one representative to be elected for a term of two years.

Region IX. Dominion of Canada. Nominations by Associates and Members resident in Canada for one representative to be elected for a term of three years.

Section 1, Part c. Representatives of Charter Divisions

There shall be appointed by the Council of Directors, following the annual meeting in September, 1944, a Division Organization Committee, consisting of six members of the Association, three of whom shall also be members of the American Association for Applied Psychology.

The Division Organization Committee shall name a temporary chairman and a temporary secretary for each of the Charter Divisions proposed in Article VII of the amended By-Laws, except that for the two divisions continuing existing societies (Psychometric Society; Society for the Psychological Study of Social Issues) and for the five divisions continuing the sections of the American Association for Applied Psychology (Division of Clinical Psychology; Division of Consulting Psychology; Division of Industrial and Business Psychology; Division of Educational Psychology; Division of Military Psychology) the president (or chairman) and secretary of each of the societies and divisions named shall be appointed as temporary officers of the new Charter Divisions provided they are Associates or Members of the American Psychological Association, or become such under the provisions of Article I as amended.

The temporary officers shall be charged with making such arrangements as necessary to facilitate the nominations and elections of divisional representatives and divisional officers in the elections of 1945, and with making arrangements for organizational meet-

ings of the divisions at the time of the Annual Convention under the amended By-Laws in September 1945.

Each of the temporary secretaries shall be charged specifically with furnishing to the Secretary of the American Psychological Association not later than February 15, 1945 a list of divisional offices for which nominations shall be called for in the general nomination. Names may be recommended for inclusion on the nomination ballot at the discretion of the temporary divisional officers, but spaces shall be provided for additional nominations by the membership.

Nomination and voting in the election of 1945 shall be by mail by all those who are Associates or Members of the American Psychological Association, according to the provisions of Article I as amended. At the time of the nominations, each Associate or Member shall declare his intention to join one or more of the Divisions as listed in Article VII of the amended By-Laws. He may offer nominations and vote in as many divisions as he intends to join, except that only those already members of the societies may vote in those Divisions continuing the Psychometric Society and the Society for the Psychological Study of Social Issues, and only those already members of the sections of the American Association for Applied Psychology may offer nominations and vote in the five divisions continuing those sections.*

The Election Committee shall be responsible for the reporting of nominations and elections. The Chairman of the Election Committee shall report a preferential count of the nominees for President, President-Elect, and Regional Representatives to the Secretary not later than May 1, 1945. At the same time, he shall report to the Secretary the count of nominees for the Charter Divisions, as transmitted to the Election Committee by the secretaries of the divisions.**

It shall be the duty of the Election Committee to ascertain that all nominees for any office are willing to stand for office; if nominees are unwilling to stand for office, their names shall not appear on the election ballot, and other nominees shall be substituted if necessary to secure at least four nominees for President and President-Elect and at least two nominees for each other position.

Section 1, Part d. Election Procedure

On the basis of the nominations reported by the Election Committee, the Secretary shall issue appropriate election ballots not later than June 1, 1945 to all Associates and Members of the Association. Voting shall be by mail, and ballots shall be returned to the Chairman of the Election Committee.

The Election Committee shall report to the Secretary a preferential count of the election ballots for the office of President, President-Elect, and Regional Representatives not later than August 1, 1945. At the same time, reports shall be made on the election of Charter Division officers, including reports obtained from those Charter Divisions which have not assigned ballot counting to the Election Committee.

Article VII, Section 4

Delete present Section 4. Substitute the following.

During the year 1944-1945 the Election Committee shall consist of the President of the American Psychological Association retiring from office in September 1944, as chairman; the next most recently retired President of the Association; the two most recently

* Intention to join is accepted as the equivalent of membership in the absence of divisional requirements or dues payments. Divisional membership requirements will be set at the time of the Annual Convention in September 1945.

** In the case of new divisions with temporary secretaries, responsibility may be delegated to the Election Committee by the Division Organization Committee.

retired Presidents of the American Psychological Association for Applied Psychology who are members of the American Psychological Association. It shall be the duty of the Election Committee to conduct and supervise the mail elections of the Association as provided in Article VI of these By-Laws, as amended.

Article XII, Amendments

Delete the present section and substitute the following:

Amendments to the new By-Laws may be proposed by the Committee on the Constitution and submitted to the membership by mail. If two-thirds of the Members and Associates casting a ballot vote favorably the amendments will be in effect at the same time as the new By-Laws in September 1945 provided that at least 50 Members have voted.

REPORT OF THE ELECTION COMMITTEE OF THE
AMERICAN PSYCHOLOGICAL ASSOCIATION ON
THE POLL ON THE REVISION OF BY-LAWS,
AUGUST 21, 1944

To the Council of Directors and Members of the American Psychological Association:

1. *Number of Validated Ballots Received:*

From Members: 445, or 52% of the 858 Members eligible.

From Associates: 1138, or 31% of the 3806 Associates eligible.

(One ballot from a Member and three from Associates which lacked signatures on the validating slips and identification on the outer envelope were not counted.)

2. *Summary of Vote*

- I. "It is hereby recommended that the By-Laws of the APA be amended according to the proposal attached. It is understood that the APA will not take final action in adopting these amended By-Laws unless they have been approved by the AAP."

	<i>For</i>	<i>Against</i>	<i>No Vote</i>	<i>Total</i>
<i>Members</i>	324	103	18	445
<i>Associates</i>	973	143	22	1138

- II. a. "If two-thirds of the Members voting on this ballot and two-thirds of the Associates voting on this ballot are favorable to adoption of the amended By-Laws, I vote in favor of action at the business meeting in September, 1944, even though the meeting is small, provided, of course, that a quorum is present. (If a quorum is not present this will be interpreted to mean action at the first annual or special meeting at which a quorum is present)."

b. "Regardless of the results of the present mail vote, I vote in favor of postponing final action until the first regular meeting of the Association after the termination of the war."

	<i>IIa</i>	<i>IIb</i>	<i>No Vote</i>	<i>Total</i>
<i>Members</i>	247	190	8	445
<i>Associates</i>	793	325	20	1138

3. Analysis and Detail of Vote

Table 1. Vote of Members

	PROPOSITION I To Amend By-Laws			PROPOSITION II TOTALS		
	For	Against	No Vote	Totals	% Total Vote	% Voters Eligible
PROPOSITION II						
a. To act at 1944 Meeting	241	3	3	247	55%	29%
b. To postpone action	77	98	15	190	43%	22%
No vote on II	6	2	—	8	2%	1%
PROPOSITION I, TOTALS	324	103	18	445	100%	52%
Proportion total vote cast	73%	23%	4%	100%		
Proportion 858 Members, eligible	38%	12%	2%	52%		

Table 2. Vote of Associates

	PROPOSITION I To Amend By-Laws			PROPOSITION II TOTALS		
	For	Against	No Vote	Totals	% Total Vote	% Voters Eligible
PROPOSITION II						
a. To act at 1944 Meeting	779	8	6	793	70%	21%
b. To postpone action	178	133	14	325	28%	9%
No Vote on II	16	2	2	20	2%	1%
PROPOSITION I, TOTALS	973	143	22	1138	100%	31%
Proportion total vote cast	85%	13%	2%	100%		
Proportion 3806 Associates eligible	26%	4%	1%	31%		

Respectfully submitted,
HERBERT WOODROW
CALVIN P. STONE
JOHN E. ANDERSON, *Chairman*

REPORT OF THE REPRESENTATIVE ON THE
AMERICAN DOCUMENTATION INSTITUTE

To the Council of Directors and Members of the American Psychological Association:

During 1943 the American Documentation Institute continued the services and projects previously undertaken by its various activities. These included the operation of the auxiliary publication service; provision of sets of journals in microfilm; cooperation with the United States Department of Agriculture in supplying equipment used in operating Bibliofilm Service; and the continuation of the Oriental Literature Service.

An extension of the auxiliary publication service to make the American Documentation Institute the depository of translations that various individuals or organizations wish to make generally available is in the process of

being inaugurated. This has been undertaken with the cooperation of the Office of the Alien Property Custodian. A list of the documents deposited and available, arranged by subject classification, is being compiled for publication.

Due to operation on a restricted basis with part-time or volunteer staff, costs have been kept at a minimum, and ADI financial resources are slightly higher than last year. The address of the American Documentation Institute is: Science Service Building, 1719 N St. N. W., Washington, D. C.

Respectfully submitted,
STUART HENDERSON BRITT

REPORT OF THE DELEGATES TO THE INTER-SOCIETY COLOR COUNCIL

To the Council of Directors and Members of the American Psychological Association:

The Annual Meeting of the Inter-Society Color Council was held March 1, 1944 at the Hotel Pennsylvania in New York City. It opened with a discussion on *Small Color Differences*, in which problems relating to textiles and paint, and a summary of information on the expression of small color differences were presented by delegates from several Member Bodies. The session was co-sponsored by the American Association of Textile Colorists and Chemists and the Federation of Paint and Varnish Production Clubs. A stenographic report of this meeting was taken and will be published.

The retiring chairmen, Dr. Dean B. Judd of the National Bureau of Standards presented the following report of the activities of the ISCC during the preceding year.

The year 1943 marked the return of the Council's annual meeting to an Association with the winter meeting of the Optical Society of America. As in former years this association proved to be most happy. The subject of the Technical Session, which was formally arranged by the Council for the OSA program, was Color Blindness and Color Blindness Tests. The majority of the papers of this session have been published in the *Journal of the Optical Society*, and it is anticipated that they will be put under a single cover and mailed to Council delegates and members within a few weeks.

Our Discussion Session last year was marked by a very lively exchange of views on Color Harmony with delegates of the American Artists Professional League presenting most ably the artists' view. This continued willingness of the artist to exchange views is most gratifying and valuable; and it is to be hoped that we will hear more from them this year through their chairman, Mr. Conrow, who this year becomes a member of our Executive Committee.

Our News Letter Editor, Dr. Godlove, has continued to improve our bi-monthly periodical, and as usual, deserves our best thanks for a good job well done under considerable time pressure. He has been materially assisted by our Secretary, Miss Nickerson.

Committee work has necessarily been limited to projects useful to the war effort. The Color Aptitude Test Committee has completed its study of the preliminary material, and has written the specifications for a new and improved test under the co-chairmanship of Mr. Foss and Dr. Dimmick. A committee on ways and means to produce a supply of material adequate for trials of the new test has actually produced this material. This committee consisted of Messrs. Foss, Granville, and Macbeth. A very convincing vote of confidence in the Council's color-aptitude-test work was received from Cheney Brothers and took the form of a check for a substantial sum toward reimbursing members of the committee for their expenses in development of the test.

The subcommittee on color blindness has extended its interests to include not only

the single-judgment form of red-green discrimination tests requested by the Navy Department, but also an anomaloscope form of test and a form of pseudo-isochromatic charts which it is believed can be made cheat-proof.

Finally, some much-needed technical work relating to the specification of color tolerances has been encouraged by the chairman of our program committee, Miss Nickerson, who arranged the 1944 discussion session co-sponsored by two of our member bodies. The American Association of Textile Chemists & Colorists and the Federation of Paint and Varnish Production Clubs.

The new chairman for the period 1944-45 is Dr. Michael J. Zigler of the APA Delegation. Other delegates are also active in the work of the council, even though many of them continue to be absorbed in the war effort.

At a recent meeting of the Executive Committee there was brought up for consideration a re-statement of the organization and functions of the ISCC. This has become desirable because of the increase in membership and the expanded activities of the council. The Executive Committee expects to present the statement with related resolutions to the next Annual Meeting and to the Member Bodies for their information and action.

Plans have been inaugurated for the 1945 annual meeting, and will be given out in the late fall.

Your delegation recommends that the APA continue its affiliation with the Inter-Society Color Council and that the present delegation be re-elected.

Respectfully submitted,

JOY P. GUILFORD
HARRY NELSON
THEODORE F. KARWOSKI
ELSIE MURRAY
LOUISE L. SLOAN

FORREST LEE DIMMICK, *Chairman*
SIDNEY M. NEWHALL, *Voting Delegate*
MICHAEL J. ZIGLER, *Voting Delegate*
FRANK A. GELDARD
CLARENCE H. GRAHAM

REPORT OF THE REPRESENTATIVE TO THE DIVISION OF PERSONNEL OF THE NATIONAL COMMITTEE FOR MENTAL HYGIENE, JULY 1, 1944

To the Council of Directors and Members of the American Psychological Association:

Last month the Division of Personnel of The National Committee for Mental Hygiene completed its fifth year of service in rendering assistance to clinics, hospitals, and welfare and educational agencies, in finding adequately trained personnel in the fields of psychiatry, psychology and psychiatric social work. Shortly after Dr. George S. Stevenson, the Medical Director of the National Committee, assumed office in 1939, he reported on our personnel activities, saying:

There is no activity of The National Committee for Mental Hygiene that forwards its aims, insures its national scope, or secures good will, so effectively as helping to find the right people for mental hygiene positions and making the right appointments for those who have been trained well for our field. In getting the right person into a mental hygiene position we are not only saving much time and worry later in giving advice and counsel about problems, but are insured of the continuous advancement of our field through critical experiments and scientific work in day by day work in clinics, hospitals and other mental hygiene agencies. In setting up such a service a clear distinction is to be made from an employment agency. Our primary responsibility is the conservation of

mental health of the people. We have only a secondary responsibility to the professional person.

During the period since our last report eighty-four people have sought our aid in finding clinical positions in psychology. Many of them were young people recently graduated from college, without adequate training; others were well qualified in their chosen field. Twenty-five of this group claimed membership in the APA.

As Dr. C. M. Louttit pointed out in his presidential address presented at the 1943 meeting of the AAAP, "One of the major issues to which professional attention must be directed is that of training in psychology." In guiding these younger workers, it has been helpful to be able to refer them to the recommendations made jointly by the New York City Committee on Mental Hygiene and the Mental Hygiene Section of the Welfare Council of New York City, in a study *Standards of Training of Professional Personnel in Psychiatric Clinics*, in which the experience of the clinical psychologist is described as being

not only the ability to make appropriate application of tests in a variety of situations, but also the ability to interpret results in the light of other available medical, psychiatric, social and educational data. It also signifies a knowledge of various therapeutic techniques and it calls for an ability to use remedial measures and methods in education and to make personality evaluations and appraisals of attitudes. This experience should include that actually acquired through working with patients in both diagnostic and treatment situations.

Likewise, the *Report of the Committee on Clinical Training of Psychologists* (Amer. J. Orthopsychiat. 1940, 10, 166-71) has directed psychologists in obtaining further training.

In urging adequate training, we have in each instance pointed out to these youthful workers the desirability of serving a clinical internship under the supervision of a clinical psychologist in an organization using the services of psychiatrist, psychologist and psychiatric social worker. The latter committee believes that an essential part of the clinical training of a psychologist is association with psychiatrist and psychiatric social worker; that a proper clinical point of view cannot be obtained without these contacts; and further that students with clinical training have a broader point of view and do more constructive work than students not so trained. Dr. Simon H. Tulchin* has explained,

Such an internship will not only equip the student with many specific and general skills but will also help him gain experience in interviewing people in order to gain specific information; it will teach him to observe behavior, and to be able to discuss with adequacy his own findings and understand the findings of his colleagues.

In this counselling service, it has been a handicap not to be able to suggest a larger number of training centers where such internships are available and where training in this field might be obtained. We are aware of the excellent work being done under the direction of Dr. Elaine Kinder, Dr. Emily Burr, Dr. Carney Landis, Dr. Esther Whitman, Dr. Gladys Tallman, and one or two other leaders. It would be appreciated if APA members learning of this need in our guidance work and knowing of such training centers, would advise us as to their names and addresses.

* Publication No. 9. AAAS. pp. 389-395.

In this report emphasis has been placed purposely upon the training of the clinical psychologist. Invariably, the recent university graduates, coming to the Division of Personnel for assistance, have indicated their confusion in not knowing where to turn for guidance in obtaining adequate training, and at the end of an interview have expressed their satisfaction for the information that our Division has been able to impart. However, our Division believes that undoubtedly there is a great deal more information that could be made available to these students and that it could be obtained if our Division had the facilities for gathering it. Nevertheless, we have been pleased to be of this service meager as it may be.

During the past year opportunities for placement in the psychological field have not been numerous. The agencies that have invited us to assist them in finding personnel have not varied greatly from the list published in our 1943 report. However, it is anticipated that following the war a number of new agencies will be established in various parts of the country, thereby creating new positions in the field of psychology as well as in the fields of psychiatry and psychiatric social work. This assumption is based on the fact that the Division of Community Clinics of the National Committee has been asked on many occasions throughout the past two or more years concerning the advisability of establishing new clinics in mental hygiene and child guidance. For the present these new developments have been discouraged, due to the shortage of personnel, particularly of psychiatrists and psychiatric social workers. It is expected, also, that new positions may be created in the work of rehabilitation in the veterans hospitals throughout the United States, and it is hoped that psychologists will be called upon to make their contribution to this important work.

The foregoing account was prepared for your representative by Emily L. Martin, Secretary of the Division of Personnel.

Respectfully submitted,
JOSEPH ZUBIN

REPORT OF THE CHAIRMAN OF THE DIVISION OF ANTHROPOLOGY AND PSYCHOLOGY OF THE NATIONAL RESEARCH COUNCIL

To the Council of Directors and Members of the American Psychological Association:

When the fortunate day comes that the present war is over and we can look back at its events as social historians, we will see that the process of mobilizing personnel for the armed forces and for industry followed a definite curve. It is much more difficult to see this changing mobilization picture as we live through its war processes. It is clear even now that the changing demands of separate phases of war mobilization have a direct effect upon the part that the research scientist is called upon to play in the war effort.

This is especially true of the demands that are made for the services of anthropologists and psychologists. These two sciences are both concerned with the application of scientific techniques to man. As the needs for men and the use of men change in wartime, so also must the applied services of anthropology and psychology change. This does not mean, of course, that the Division is not carrying on certain very important basic studies begun before the war which will continue after the war. In the initial stages of the war effort the great emphasis of various Committees of the Division was on the development

of better techniques for the proper selection of men for special tasks. The great problem was to assist in the proper transfer of civilians into the armed forces or into new industrial jobs. As mobilization becomes more complete, problems of selection continue, but they are also more and more supplemented by the need for assistance in providing new scientific procedures in the field of training. As the demobilization of war casualties and others being discharged from the Services becomes a movement of larger proportions, the attention of the Division is being increasingly directed toward problems of demobilization, rehabilitation, and even in certain respects to educational and vocational guidance. This is not intended to indicate that the scientific work on selection that is related to the Division is complete or that the work of the Committees of the Division that are concerned with training is over, but that a set of war problems are beginning to be associated with the other problems of the Division as it faces its emergency tasks. In this connection it may also be pointed out that those Committees of the Division which have been to some extent concerned with the proper engineering development of instruments of warfare so that such instruments will be fitted in an optimal way to human sense organs and reacting mechanisms are also finding that the demands for new weapons is changing as the Nation's war machine becomes in certain respects standardized.

Of course, much of the most important and interesting work carried out by the Division is still confidential or restricted and cannot be reviewed in this report. The active Committees of the Division are not unaware of the changing emphasis of the present phase of the war. They are continually modifying their techniques and their points of emphasis to meet these new conditions. In this connection it may be noted that selection, classification, training of new personnel, the modification of new weapons and of countermeasures against the enemies' new weapons, as well as the demobilization and rehabilitation of war casualties, are all now under way at the same time. These are not processes that occur, as we might wish as scientists, in simple serial order, but rather overlap and interlock as they impinge upon the work of the Division at the present time. In the future, as in the past, we must expect shifts in this total pattern so far as emphasis is concerned. It may be expected, however, that for a number of years all these problems will still be with us. As our enemies are defeated, it will still not be possible to stop in a sudden way the selection, induction, classification, and training of new individuals for the armed forces. This will, of course, be especially true if we are to have universal military training after the war. Thus, scientific procedures for selection, classification, and assignment of personnel will continue to be of importance to the Nation at the same time that demobilization and rehabilitation procedures will take on new characteristics as large numbers of men are returned to civilian life.

In all the work of the Division in regard to scientific techniques that assist in the better management of men we must remember that what we do in the NRC must in some cases be of a temporary sort—that is, temporary so far as the NRC is concerned. A problem in selection, classification, or job analysis is brought to the Division. We assist through our Committee structure in opening up a new field or developing new procedures. As soon as this has been accomplished, however, in some cases we transfer these new procedures to the operating agencies for continued and regular use.

In two notable cases this year we have handed back to the agency with which we have been working projects which developed in the Division. This was true in a very special way in the case of most of the work that had developed with the Services under a cooperative arrangement between the

Council and the National Defense Research Committee. In the case of one special project for the Navy we undertook a job analysis of the billets of the great Service. Procedures for this work were developed and an elaborate pilot study completed. The work has been judged to be important and it has now been taken over for continuation by the Navy Department itself.

The following brief summaries will, I believe, express the character of the work of certain of the psychological committees of the Division during the past year:

Upon the creation of the Applied Psychology Panel by the National Defense Research Committee, the Committee on Service Personnel—Selection and Training was disbanded as a NRC Committee, and on December 15, 1943, a new Committee on Applied Psychology and the War was formed under the chairmanship of John M. Stalnaker, for the purpose of conducting preliminary research on problems referred to it by the Panel. This work, which is of a confidential nature, involves research in which the armed services are interested.

Although the Committee on Child Development has held no meetings during the past year, three reports have been prepared as an outgrowth of the Conference of March, 1943. The National Research Council continues to provide office space not only for the Committee but also for the Society for Research in Child Development. Here, despite a serious lack of funds, the publication program of the Society is carried forward in its usual efficient way. Dr. R. S. Woodworth anticipates that the Committee will "arrange a conference or meeting during the coming year for the purpose of taking account of the present situation and drafting plans for the postwar period." Dr. Arthur T. Jersild has recently been appointed Secretary of this Committee.

The Committee on Classification of Military Personnel Advisory to the Adjutant General's Office, under the chairmanship of Dr. W. V. Bingham, in May of this year completed its fourth year of service. The Advisory Board on Mechanical and Technical Personnel, the formation of which was reported last year, has held several meetings and made recommendations with regard to problems of selecting men for training in mechanical occupations. The members of the parent Committee have continued to advise on many matters of concern to the Office of the Adjutant General. These have included, among others, such topics as rehabilitation, vocational counseling, radio code learning, officer candidate selection, and reclassification of enlisted personnel and officers prior to separation from the Services.

The Emergency Committee in Psychology, under the chairmanship of Major Karl M. Dallenbach, has conducted active liaison with coordinate Committees, government agencies concerned with various aspects of psychological work, and the Services. During the year the following Subcommittees have been discharged upon completion of their work or duplication or absorption of their assignments by other organizations: Subcommittee on Perceptual Problems, Subcommittee on Learning and Training, Subcommittee on the Listing of Personnel in Psychology, and Subcommittee on Services of Women Psychologists in the Emergency. The formation of a Subcommittee on the Library Classification of Psychological Tests was discussed at some length, but it was discovered after preliminary conference that the problem with which this Subcommittee would be charged was not of prime urgency in the war effort. Special Committees to study specific topics have dealt with the listing of translators, the listing of psychologists' activities, the surveying of opportunities for training in psychology, the unification of psychological services in the military establishment, the possibility of forming a Subcommittee on Industrial Psychology,

and planning for the safeguarding of psychological tests and other personnel devices developed by the Services. Standing Subcommittees have been active in the following areas: stimulation of interest in problems of mental deficiency from both military and civilian standpoints and the gathering of data on the military success of mental defectives and on their success in war industries; outlining of ways in which psychology might be utilized in periods of rehabilitation and demobilization; preparation of *Psychology for the fighting man*, now in its third printing (400,000 copies), of a *Textbook in military psychology* at the collegiate level, and of *Psychology for the returning serviceman*, to be used as a sequel to *Psychology for the fighting man*; and study of problems in the selection and training of combat leaders. The Subcommittee on Survey and Planning has continued to deliberate and submit proposals to the parent Committee on many varied phases of opportunities confronting psychologists. As a result of a recent recommendation from this Subcommittee a Subcommittee on Occupational Standards of Psychologists has been appointed "to survey the present occupational standards for psychologists that have been established by Civil Service, State Merit Commissions, School Boards, etc. with a view of improving the professional specifications within psychology and the levels of qualifications within each."

The Committee on History of Psychology and the War, established in January of 1944 under the chairmanship of Dr. R. M. Yerkes, as its title suggests, is planning for the preparation of an historical record of the activities of psychologists in World War II. A Board of Consultants, representing the various agencies and organizations in which psychological work has been carried on, will assist the Committee in the procurement and preparation of materials for the history.

The Office of Psychological Personnel, now in its third year, has under the able directorship of Dr. Donald G. Marquis during the past year not only effectively carried out the duties with which it was originally charged but, as the war situation has changed, has assumed new and varied functions, in order to make for the maximum effective utilization of psychologists throughout the country, both within and without the armed services. A recent development, for example, has been the appointment of Dr. Robert R. Sears as Consultant to survey the possibilities of present and future utilization of clinical psychologists in the armed services.

The Committee on Latin-American Psychology has held no meetings during the year but its work continues in the line of publication of articles on Latin-American psychology, arranging for exchanges of journals, and the reviewing of Latin-American books on psychology. The development of research of North American psychologists in Latin-America (Intensive Regional Research) has been proposed, resulting in the suggestion by Dr. J. G. Beebe-Center, Chairman, that the present Committee be reorganized in order to make for more active participation in this area.

Early in 1944 the journal *Psychosomatic Medicine*, together with its Monograph Supplements, was transferred to the newly incorporated American Society for Research in Psychosomatic Problems to serve as its official organ. Upon completion of this transfer, the Committee on Problems of Neurotic Behavior, under the chairmanship of Dr. Walter R. Miles, which had sponsored the journal since 1939, requested that it be disbanded.

The Committee on Selection and Training of Aircraft Pilots, under the chairmanship of Dr. Morris S. Viteles, has continued to be financed by the Civil Aeronautics Administration, and research on the selection, training, and maintenance of flying personnel is being carried on as in the past at various

universities throughout the country. A central Statistical Unit at the University of Rochester which is under the part-time directorship of Dr. Henry S. Odbert, Technical Aide to the Committee, is effectively handling the data emanating from the various experimental centers. An expanded editorial staff in the office of the Chairman is constantly preparing for publication reports from Project Directors in the field. These reports, covering all phases of the Committee's research, are sent to a selected distribution list of interested individuals. One of the most notable developments which has occurred under this important Committee is the establishment of an Institute of Aviation Psychology at the University of Tennessee, under the directorship of Dr. Robert Y. Walker. In the words of the Chairman "Through such an Institute, and others like it at other universities, steps can be taken to avoid the unfortunate cessation of basic and practical research which occurred at the close of the last war."

Of the six applications for fellowships received in the Division for the year 1944-1945, two were in the field of anthropology and four in the field of psychology. Review of these applications by the members of the Fellowship Committee resulted in the recommendation of the two anthropological candidates and Dr. Herman A. Witkin and Dr. John W. Thiesen among the psychological candidates. The annual meeting of the National Research Fellowship Board in the Natural Sciences eventuated in the appointment of the two psychological candidates. Dr. Thiesen's fellowship was subsequently declined, Dr. Witkin continuing in his reappointment status.

Respectfully submitted,
LEONARD CARMICHAEL, *Chairman*

REPORT OF THE REPRESENTATIVE TO THE SOCIAL SCIENCE RESEARCH COUNCIL

To the Council of Directors and Members of the American Psychological Association:

The long-range aim of the Social Science Research Council is to raise the level of thought and action in the social sciences. Through its committees and its staff it seeks, first, to improve the quality of personnel, methods of research, and facilities for work in the social sciences; second, to increase the body of established fact in the social sciences; third, to render services to individuals and institutions. A bare listing of the chief committees of the Council such as follows may serve to inform psychologists of the range of its work.

The Board of Directors of the Council is scheduled to meet only twice a year and for this reason it cannot maintain continuous close contact with the actual work of the Council. The Committee on Problems and Policy, therefore, is designated to play the active steering and operational roles, the latter in conjunction with a staff organization headed since 1931 by Robert T. Crane. A. T. Poffenberger is serving his second year as Chairman of "P & P," as this committee is familiarly known, and he is also a member of the Executive Committee. Other committees of the council include those on

Appraisal of research
Control of social data
Economic history
Ethnogeographic Board
Government
Grants-in-Aid
Guide for study of local history
Historiography

Industry and Trade
Labor Market research
Latin American studies
Micrographing materials for research
Public administration
Social adjustment
Social Science personnel
War studies

The Council is giving attention to topics which are not allocated to any of these committees. These include opinion and attitude polls, regional specialization and area studies in the universities, and war history. Of special interest to psychologists is the work of the Committee on social adjustment, under the chairmanship of E. W. Burgess. Its first program was practically completed upon publication of the monographs by Woodworth, Horst and Sears. The committee has now launched a new program. A sub-committee on social adjustment in old age is exploring that field. In another area Roger Barker is at work on a critical review of the research literature on rehabilitation of the physically handicapped. A third project is based on a number of previous studies in the field of social psychiatry and will test the hypothesis that manic-depressive psychotics and paranoid schizophrenics differ in the prepsychotic period in respect to socio-economic status and residential mobility.

The Social Science Research Council has joined in a formal arrangement with the National Research Council and the American Council of Learned Societies to facilitate joint interest and activities, to be known as the Conference Board of Associated Research Councils.

Support has been secured to continue the Council Office in Washington, which has been in effect a clearing house and coordinating center to aid governmental agencies, other institutions, and individuals.

The award of fellowships and grants-in-aid has been sharply affected by the war emergency. In 1939-1940 three fellowships and six grants-in-aid were awarded to psychologists. In the current year none.

The newly elected representative is Harold E. Jones, succeeding A. T. Poffenberger who continues as a member-at-large.

Respectfully submitted,
RICHARD M. ELLIOTT

REPORT OF THE REPRESENTATIVE TO THE NATIONAL COUNCIL ON REHABILITATION

To the Council of Directors and Members of the American Psychological Association:

This organization seems to be doing a splendid job of bringing together the various groups interested in rehabilitation. The members of the Executive Committee are for the most part leaders in their own professional groups. It is felt that, if psychologists have an interest in the process of rehabilitation, it would be desirable for the APA to continue its affiliation with the National Council on Rehabilitation.

A personal observation is presented for whatever it is worth. The Council at the present time is dominated by the medical profession, with social workers nurses, and therapists being more numerous but having less weight in the determination of the policies of the organization. The representatives present at the meeting appeared, in general, to have little understanding of how a psychologist might be a useful member of a professional team of persons dealing with the problems of rehabilitation. In support of this statement attention is called to the report of the "Committee to Define the Processes of Rehabilitation" (a copy of which was sent to all affiliated organizations). In the report it is suggested that the psychologist should have a place in the rehabilitation program, but his role in their program is very vague. The functions of the psychologist can perhaps be inferred, but a clearer statement seems desirable. For example,

little is said about the psychologist working with the psychiatrist when a patient is in need of mental rehabilitation. In discussing the vocational aspect of rehabilitation the vocational counselor is mentioned and his functions are outlined, but no reference is made to the psychologist in this connection. Since the affiliated organizations will, within the next few months, be asked to express an opinion about the report of this committee it seems appropriate to suggest that the APA refer this report to some member for study and suggestions. It also seems logical that the AAAP would be interested in working with the APA on this problem. Consequently, it is recommended that Dr. Harold E. Burt be called upon to consider the National Council's report insofar as he is chairman of a committee (set up by the AAAP) to study the role of the psychologist in the rehabilitation program.

The revised report of the Council will probably be given wide circulation among rehabilitation workers. Consequently, it is believed that a clarification of the functions of the psychologist would be mutually advantageous.

Respectfully submitted,
LOUIS LONG

REPORT OF THE TREASURER AND BUSINESS MANAGER OF PUBLICATIONS*

To the Council of Directors and Members of the American Psychological Association:

I am transmitting herewith the annual financial report on the operations of the *Association*. This report has been audited by professional accountants and shows the financial condition of the *Association* as of December 31, 1943. Since the auditor's report is a detailed one, it would appear desirable to offer the following summary and interpretative comment.

Overall condition. On December 31, 1943, the net worth of the *Association* was \$52,178.49, compared with \$50,161.99 on the corresponding date the year before. This is an increase of \$2,026.50 between the two dates, although the year included extraordinarily heavy expenses both in the publication ventures and the Treasurer's office.

Treasurer's Office. As in previous years, the amounts received from members are broken down into various categories; in 1943, \$3.00 was allocated to the *Psychological Abstracts* and \$.75 to the *Bulletin*, so that \$6.25 from each Member and \$2.25 from each Associate remains in the Treasurer's funds. These latter amounts are entered into the books as received and no effort is made to allocate them to the proper year. In 1943, \$9,754.00 was so recorded. Since the dues notices are mailed in November for the next year's dues, most of this amount is actually collected in anticipation of expenditures in the new year, although in January of each year some 400 or 500 people are in arrears.

Exhibit A shows that the expense in the Treasurer's office, which includes all of the non-publication expenses of the *Association*, has never exceeded \$6,500.00 for the ordinary services, although the membership has increased from 2318 to 3476.

* This report involves more detail than previous ones because presumably a new Business Manager will take over these ventures once a reorganization of psychological societies has been effected.

EXHIBIT A

Summary of Income and Expense, 1938-43

Dues	INCOME					
	1943	1942	1941	1940	1939	1938
Members.....	\$4,453.18	\$4,593.82	\$3,660.08	\$3,768.30	\$3,124.75	\$3,488.25
Associate.....	5,301.82	5,624.61	2,892.85	3,053.56	2,571.17	2,758.75
Subscriptions.....						
Members & Assn....	9,972.80*	15,261.44	12,854.66	12,418.01	10,175.73	11,242.50
Spec. Comb.....	6,920.00	5,152.50	5,389.00	3,579.03	—	—
Others.....	21,173.76†	17,593.05	17,768.75	16,910.58	19,897.84	17,375.29
Reprints.....	2,955.97	2,958.91	3,315.18	4,730.93	3,723.83	3,864.09
Back Numbers.....	3,733.07	1,975.40	2,805.57	2,410.23	2,832.69	1,849.33
Collections from						
Authors.....	1,176.52	1,049.49	3,135.06	1,906.70	2,781.36	771.51
Int. on Sav. Accounts..	449.37	702.78	773.19	754.99	737.88	627.66
Int. on Bonds.....	958.00	385.07	178.65	—	—	512.06
Advertising.....	568.83	337.21	481.68	214.79	463.00	575.80
Miscellaneous.....	305.98	294.25	646.49	557.26	537.37	300.93
Profit on Sale of U.S. Govt. Bond.....						920.25
TOTALS.....	\$57,969.30	\$55,928.53	\$53,902.06	\$50,304.38	\$46,845.62	\$44,286.42

* Decrease due to decreased amounts allowed *Bulletin* and *Abstracts*.† Increase due to purchase of *Journal of Applied Psychology*.

	EXPENSE					
	1943	1942	1941	1940	1939	1938
Printing Costs.....	\$31,274.93	\$26,533.91	\$26,303.88	\$24,470.63	\$24,010.50	\$23,145.36
Allowance to Officers and Editors.....	6,957.84	6,360.22	5,564.13	5,655.42	5,854.90	6,175.00
Compensation to Em- ployees.....	5,539.64	5,079.78	5,074.77	4,606.25	4,532.40	3,608.53
Reprints.....	3,364.45	2,340.38	2,775.24	2,692.64	2,620.05	3,313.37
Abstractors Translators	445.40	479.64	716.75	1,001.12	1,260.01	1,570.34
Year Book.....	931.87	1,176.68	1,060.20	955.40	903.79	915.62
Office Supplies.....	2,017.72	1,382.07	1,327.99	888.37	1,111.59	1,352.70
Payments to Authors..	99.00	146.12	650.82	838.21	1,473.87	522.28
Prof. Services.....	504.50	337.50	412.50	435.00	375.00	375.00
Provision for Doubtful Accounts.....	943.31	137.06	27.11	41.17	634.46	72.77
Annual Meeting Exp...	36.57	450.53	466.62	104.14	154.15	516.00
Com. Expense.....	245.86	623.30	312.59	276.32	34.01	265.95
Net Cost, O.P.P.....	3,172.79	4,971.36				
Miscellaneous.....	1,356.18	1,200.34	731.00	1,535.45	999.29	255.55
Committee Displaced For Psychologists...			235.05	325.01	16.64	
Addressing Equip. Pur- chased.....					1,209.19	237.01
TOTAL EXPENSE.....	\$56,890.06	\$51,218.89	\$45,658.65	\$43,825.13	\$45,189.85	\$42,253.31
Treasurer's Office.....	8,147.88	11,475.44	6,126.42	5,409.81	4,526.53	5,771.22
Membership.....	3,476	3,231	2,937	2,739	2,527	—
Publications, Total						
Number of Units....	152,300	128,000	112,650	101,000	—	—
Monographs, Total....	5,549	5,265	3,749	3,120	—	—
GRAND TOTAL.....	157,849	133,265	116,399	105,020	—	—

Publications, Total Number of Units (estimate for 1944), 157,500.

Aside from dues, the other principal source of income is interest on investments, which in 1943 amounted to \$1,373.38, and some of which is reserved for special purposes to be described later in this report.

In 1943 a special levy of \$2.00 for each Member and Associate was voted to aid in the operation of the *Office of Psychological Personnel*. The amount collected during the year in this fund was \$5,793.99. Not every person paid. There were various reasons: our Canadian members felt that they should not be required to pay, for obvious reasons; the name "war service assessment" was not congenial to some of the members who are conscientious objectors; some people

were not cordial to the extension of the secretary's function implied in the action taken. It was in the interests of this contrary individual and group opinion that Council provided for a special assessment rather than an increase in the dues. If a person refuses to pay all or part of his dues, the Treasurer has no recourse but to certify him as delinquent, a status which, according to the By-Laws, eventually results in his separation from membership, whereas a person can refuse to pay an assessment levied for a special purpose without endangering his membership status.

Disregarding the war service assessment, the Treasurer's office ended the year with a surplus of \$3,065.20 for the period.

Office of Psychological Personnel. The Association voted to underwrite the activities of this office to the extent of \$10,000 for the year with the understanding that any unexpended funds would be refunded. For several reasons it appeared that the best way to handle the matter would be to make payments of the full amount to the *National Research Council*. This was done in four instalments. A report on the expenditures is included in the *Report of the Director of the Office of Psychological Personnel*. The operation of the Treasurer's Office in connection with the fund is thus easily summarized:

Contribution to N.R.C.	\$10,000.00		\$10,000.00
Collection of Assessment		\$5,793.99	
Refund from N.R.C.		1,033.22	6,827.21
Net cost to A.P.A.			\$3,172.79

This compares with a total cost of \$4,971.36 in the previous year without the assessment.

Psychological Bulletin. The *Bulletin* has had an uncertain financial status of recent years. Under the Psychological Review Company it constantly lost money, but since it has been tied in more completely with the Association, as the official publication, it has occasionally shown a profit. The *Program Number* in July and by an arrangement of long standing, any excess over 60 pages in the November issue, which carries the *Proceedings of the Annual Meeting* have been paid for by the Treasurer's office; but for 1943, although there was no program, a July issue was prepared and charged wholly to the *Bulletin* account, while the *Proceedings* were so abbreviated that there was no income to the *Bulletin* from this source. In addition, the amount made available to the *Bulletin* from the dues was cut from 75 cents to 50 cents so that the *Bulletin* this year shows a deficit of \$1,808.40. This is a bookkeeping deficit because in the main what the *Bulletin* loses, the Treasurer's office saves. The detail of this journal's operations for six years is shown in Exhibit B, while the audited accounts show it for 1943 in even great detail.

EXHIBIT B

Psychological Bulletin,
INCOME*

	1943	1942	1941	1940	1939	1938
Members and Associates	\$1,404.80	\$2,397.50	\$2,030.90	\$1,954.50	\$1,588.50	\$1,339.50
Library Subscr.....	3,006.54	2,758.65	2,986.45	2,271.76	2,765.34	1,608.53
From Treas.....		580.42	1,383.69	536.75	231.00	261.00
Other Income.....	1,316.81	815.99	1,577.05	1,445.52	974.56	1,093.23
Total Income.....	\$5,728.15	\$6,552.56	\$7,978.09	\$6,208.53	\$5,559.40	\$4,302.26

EXPENSES*

	1943	1942	1941	1940	1939	1938
Printing.....	\$4,877.98	\$6,136.23	\$5,201.75	\$4,794.24	\$4,135.12	\$2,744.72
Other Expense.....	2,658.57	1,078.34	2,296.60	1,513.57	1,550.07	1,199.03
Total Expense.....	\$7,536.55	\$7,214.57	\$7,498.35	\$6,307.81	\$5,685.19	\$3,943.75

Total Circulation.....	3,474	3,445	3,201	2,977	2,592	624
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* Includes in income, the amount contributed by the Treasurer's office, and in expense the printing bills include amounts charged to the Treasurer's office by the auditor.

Psychological Abstracts. In 1937 the dues provided for \$4.00 for the *Abstracts*, an amount which remained unchanged until 1943 when it was reduced to \$3.00. This retrenchment was in large part made possible by a reduction of expense in the editorial office due to a wartime scarcity in editorial material. To offset these savings the circulation has been increasing during this time and printing rates have increased, so the expense does not show an inconstant relation to income. This year there was a deficit of \$205.97. This is not a serious matter in view of the long history of surpluses for this financial division. Exhibit C gives a detailed picture of the *Abstracts'* operations.

EXHIBIT C

Psychological Abstracts

	INCOME					
	1943	1942	1941	1940	1939	1938
Members & Assoc.....	\$ 8,568.00	\$12,863.94	\$10,823.76	\$10,463.41	\$ 8,487.23	\$ 9,903.00
Library Subscr.....	3,672.18	3,575.73	3,937.46	3,542.85	4,070.47	3,152.95
Other Income.....	1,512.18	686.49	1,420.26	1,196.24	1,053.65	1,062.47
Total Income.....	\$13,752.36	\$17,126.16	\$16,181.48	\$15,202.60	\$13,711.35	\$14,118.42
	EXPENSE					
Printing.....	\$ 6,178.54	\$ 6,243.85	\$ 6,438.38	\$ 6,556.48	\$ 6,628.80	\$ 7,069.25
Editorial Office.....	5,454.11	5,598.72	5,690.29	6,044.54	6,326.31	6,703.08
Business Office.....	2,325.68	1,742.42	1,704.63	1,043.64	1,134.46	1,000.10
Total Expense....	\$13,958.33	\$13,584.99	\$13,833.30	\$13,644.66	\$14,089.57	\$14,772.43
Total Circulation.....	3,649	3,591	3,338	3,146	2,776	2,701

Journal of Abnormal and Social Psychology. The April issue of the *Journal* was a double number including a special issue called a *Clinical Supplement*. It comprised 204 pages and cost \$928.61 to produce, exclusive of free reprints furnished to authors. Otherwise, there were no special financial considerations to make this year different from others. The *Journal* continues to be in good financial condition. The reserve for its operation stands at \$4,672.60 after subtracting the deficits for the year. See Exhibit D.

EXHIBIT D

Journal of Abnormal and Social Psychology

	INCOME					
	1943	1942	1941	1940	1939	1938
Library Subscr.....	\$2,875.16	\$2,851.69	\$2,909.30	\$2,742.74	\$3,050.71	\$2,729.34
Club Subscr.....	923.00	687.00	711.56	578.90	—	—
Other Income.....	773.20	1,070.05	784.68	930.61	855.86	837.94
Total Income.....	\$4,571.36	\$4,608.74	\$4,405.54	\$4,252.25	\$3,906.57	\$3,567.28
	EXPENSE					
Printing.....	\$4,099.23†	\$2,870.32	\$2,524.89	\$2,397.33	\$2,190.93	\$2,340.41
Other Expense.....	1,474.36	975.34	855.82	1,148.00	1,073.77	1,077.91
Total Expense....	\$5,573.59	\$3,845.66	\$3,380.71	\$3,545.33	\$3,264.70	\$3,418.22
Net Income.....	\$1,002.23*	\$ 763.08	\$1,024.83	\$ 706.92	\$ 641.87	\$ 148.96
Reserve.....	\$4,672.60	\$5,674.83	\$4,911.75	\$3,886.92	\$3,180.00	\$2,580.15
Total Circulation.....	1,569	1,302	1,158	922	540	607

† Includes special clinical number.

* Indicates deficit.

Psychological Review. For the first time in recent history the *Review* shows a deficit for the year. The analysis in Exhibit E shows that the income from library subscriptions fell off seriously during the year. This also is the year in which the *Jubilee Number* was produced, so the printing costs are higher than they were a year ago. The gradual increase in printing costs is due principally

to the gradual increase in the size of the editions. We do not feel that the deficit is serious because of the long record of this journal as a money maker.

Journal of Experimental Psychology. The *Journal of Experimental Psychology* finished the year with a balance of \$68.24. Exhibit F shows that the long history

EXHIBIT E

Psychological Review

	INCOME					
	1943	1942	1941	1940	1939	1938
Library Subscr.....	\$2,513.96	\$3,200.24	\$3,166.76	\$3,123.25	\$3,752.73	\$3,521.82
Club Subscr.....	922.25	858.75	794.88	653.85	—	—
Other Income.....	642.58	806.32	775.03	978.39	975.16	646.77
Total Income.....	\$4,078.79	\$4,865.31	\$4,736.67	\$4,755.49	\$4,727.89	\$4,168.59
	EXPENSE					
Printing.....	\$3,746.82†	\$3,033.96	\$2,604.71	\$2,280.03	\$2,551.85	\$2,406.80
Other Expenses.....	1,218.58	1,040.14	1,128.16	1,184.41	1,358.73	1,028.67
Total Expenses....	\$4,965.40	\$4,074.10	\$3,732.87	\$3,464.44	\$3,910.58	\$3,435.47
Net Income.....	\$ 616.61*	\$ 791.21	\$1,003.80	\$1,291.05	\$ 817.31	\$ 733.12
Circulation.....	1,543	1,306	1,132	1,041	722	808

† Includes Jubilee Number.

* Deficit.

EXHIBIT F

Journal of Experimental Psychology

	INCOME					
	1943	1942	1941	1940	1939	1938
Library Subscr.....	\$4,215.87	\$4,209.15	\$3,635.37	\$4,224.46	\$5,265.96	\$4,887.78
Club Subscr.....	2,771.00	2,576.25	2,999.36	1,638.76	—	—
Other Income.....	1,725.33	1,656.69	2,070.32	2,681.76	2,266.76	1,823.56
Total Income.....	\$8,712.20	\$8,442.09	\$8,705.05	\$8,544.98	\$7,532.72	\$6,711.34
	EXPENSE					
Printing.....	\$6,546.56	\$6,295.41	\$5,767.38	\$6,050.12	\$5,881.42	\$5,801.05
Other Expenses.....	2,097.40	1,817.31	1,997.86	2,711.48	2,443.38	2,064.35
Total Expense....	\$8,643.96	\$8,112.72	\$7,765.24	\$8,761.60	\$8,324.80	\$7,865.40
Net Income.....	\$ 68.24	\$ 329.37	\$ 939.81	\$ 216.62*	\$ 792.08*	\$1,154.06*
Circulation.....	1,298	1,087	977	755	411	447

* Indicates deficit.

of deficits in this journal is over, a fact which can be attributed to the club subscriptions. The decrease in library subscriptions reflects the loss of foreign subscribers, but the fiscal aspect of this loss has been successfully absorbed by the club subscriptions. In 1944 only one volume of this journal will appear, but the financial picture will not change. Both income and expense will be about half their 1943 magnitudes.

Psychological Monographs. The financial detail for the operation of the *Monographs* varies widely over the years. It is handled for authors on what amounts to a commission basis so there is no possibility of a loss on operations. Printing costs cannot be estimated in advance because of the varying numbers of each Monograph which are printed. For this reason no exhibit of income and expense accompanies this account. The financial details are worked out with each author individually on the basis of printers' estimates. These are covered in detail in the auditor's report for 1943, which shows a surplus of \$126.79 for the year. A year earlier there was a deficit of \$6.82. To end a two-year period with a balance of approximately \$120.00 during which time the total expenses

were \$7,000, shows that we are accomplishing the purpose underlying the Monograph publication—to produce these studies at no profit to the Association.

Many questions come to us regarding the cost to the author of a publication in the Monograph Series. Since each Monograph presents a peculiar problem in composition and production generally, the Business Manager has been reluctant to commit the Association to any standard price. Perhaps it would be safe to say that the present scale usually results in a charge to the author which may be regarded as a rate of \$2.25 to \$2.50 a page. This rate is meaningless, however, unless we remember that the word count of the two-column format greatly exceeds that of the single column. At present we average 695 words a page. On occasion authors have received refunds, because of unanticipated sales, so the actual cost to them was less than this amount. Authors who have obtained competitive bids from other publishers are pleased with the Association's comparative costs. The circulation of 1400 for 1944 is also greater than can be obtained with any other competing medium.

The Journal of Applied Psychology. The history of the *Journal of Applied Psychology* under the ownership of the Association is too short to present in a chronological exhibit. This is the end of our first year. The subscriptions to libraries and individuals are greater than any other journal; the income from this source stands at \$3900, compared with \$3700 for the *Abstracts*, formerly the leader. The total income was \$6290.37, while the expense was \$4838.17, resulting in a balance of \$1452.20. During this year no payments were made on the purchase price of the *Journal*, an arrangement which permits us to accumulate a small surplus as a protection against greater expenses through the years in which the payments will have to be met. In 1944, after making a payment of \$1000, we will have only a small balance remaining.

The operation of this *Journal* is tied in intimately with the financial condition of the Association as a whole. In 1942 we set up a liability of \$10,000, the purchase price of the *Journal of Applied Psychology* which was subtracted from the estimate of net worth. The net worth of the Association will be increased \$1000 a year from this source alone, as payments are made over a period of 10 years.

Club Subscriptions. It is quite clear that the income from club subscriptions is an important factor in permitting the publications to survive the loss of foreign subscriptions with no great shock to their financial structure. In other fields, some journals have suspended publication and others are limping through the war period.

The number of club subscriptions is determined by the cost and variety of materials made available, together with the size of the Association as a whole.

	1944	1943	1942	1941	1940	1939
Size of Assn.	(3750)*	3476	3231	2937	2739	2527
Number of Clubs	(1200)*	923	687	551	351	None
Price	\$7.50	\$7.50	\$7.50	\$8.00	\$10.00	None

* Estimated

Loss of Foreign Subscriptions. In 1939 it became impossible to continue contacts with some of the belligerents. One by one other countries were added to this list until in late 1941 we were left with only a handful of subscribers outside the United States. In July of 1941, the American Library Association, through its Committee on Devastated Libraries, began to collect cancelled subscription

lists for institutions in war areas. In October of that year the A.L.A. purchased 5 sets of the 1941 volume of the *Psychological Review*. In view of the limited finances of the committee we made a price of \$3.00 a set on this journal, which retails at \$5.50, and agreed to store them until the end of the war. The Library Association assumed the responsibility of getting them to subscribers.

Gradually more money became available and the Library Association increased its purchases until as of December, 1943, the following reserve was in effect. These journals are wrapped separately and are not included in our inventory of back numbers.

American Library Association Reserve

	1944	1943	1942	1941	1940
Abstracts	25	25	25	20	20
Bulletin	15	15	15	5	—
Review	50	50	50	35	20
Experimental	20	20	20	5	—
Abnormal and Soc.	20	20	20	5	—
Applied	20	20	—	—	—

Late in 1943 we received an order from the Chinese Minister of Education through the Universal Trading Corporation for 20 sets of all seven of our journals for the years 1940-1946, inclusive. These were furnished and the Corporation is on our mailing list at present for 20 sets of each issue. The storage and shipping responsibilities are assumed by the Corporation. In addition a few journals go to the Associated Boards of Christian Colleges in China, to be stored until after the war. Possibly 10 European universities are maintaining their subscriptions through their usual agents. All of these operations required a great deal of time in searching out subscription data.

Paper Shortage. The Association is cooperating in the observance of governmental restrictions in the use of paper. This task is made difficult because our subscription list is constantly increasing and can be accomplished only by the use of the most rigid economies aimed at getting a maximum number of characters on a page.

Respectfully submitted,

WILLARD L. VALENTINE, *Treasurer and Business Manager*

REPORT OF EXAMINATION

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

YEAR ENDED DECEMBER 31, 1943

Auditor's Certificate

February 17, 1944

*American Psychological Association, Inc.,
Evanston, Illinois.*

We have examined the balance sheet of the American Psychological Association, Inc. as of December 31, 1943, and the statements of income and expense and net worth for the year then ended, have reviewed the accounting procedures of the Association and, without making a detailed audit of the transactions, have examined or tested accounting records of the Association and other supporting evidence, by methods and to the extent outlined in this report.

A summary of the balance sheets at December 31, 1943, and December 31, 1942, follows:

	Dec. 31, 1943	Dec. 31, 1942	Increase Decrease*
Assets			
Cash.....	\$57,193.00	\$58,746.61	\$1,553.61*
Marketable securities.....	38,274.58	37,962.08	312.50
Accounts receivable—net.....	3,170.10	3,202.11	32.01*
Inventories:			
Valuation placed on stock of back numbers of publications.....	1.00	1.00	
	<u>\$98,638.68</u>	<u>\$99,911.80</u>	<u>\$1,273.12*</u>
Liabilities and Net Worth			
Accounts payable.....	\$ 2,790.20	\$ 2,835.20	\$ 45.00*
Contract payable.....	10,000.00	10,000.00	
Deferred income:			
Unexpired subscriptions.....	20,815.45	23,027.83	2,212.38*
Reserved for special purposes.....	12,854.54	13,896.78	1,042.24*
Net worth.....	52,178.49	50,151.99	2,026.50
	<u>\$98,638.68</u>	<u>\$99,911.80</u>	<u>\$1,273.12*</u>

The following comments relate to the accompanying financial statements and to the scope of our examination:

Cash on deposit and in savings accounts was reconciled with the amounts shown in certificates received directly from the depositories. Office cash funds were confirmed by direct correspondence with the custodians thereof. The records of cash transactions for the year were checked by comparisons of the totals of cash receipts recorded in the cash book with deposits shown in monthly bank statements and by inspection of paid checks, invoices, or other data on file in support of the recorded disbursements.

Marketable securities, which were presented for our inspection, are shown below:

	Interest Rate	Cost	Redemption or Market Value Dec. 31, 1943	Accrued Interest Dec. 31, 1943
U. S. Savings bonds—Series G, due November 1, 1953.....	2½%	\$ 5,000.00	\$ 4,810.00	\$ 20.83
U. S. Savings bonds—Series G, due December 1, 1954.....	2½%	25,000.00	24,450.00	364.58
		<u>\$30,000.00</u>	<u>\$29,260.00</u>	<u>\$385.41</u>
Chesapeake & Ohio Railway Co. refunding and improvement mortgages, Series G, due February 1, 1960.....	2½%	7,802.50	7,940.00	86.67
Totals.....		<u>\$37,802.50</u>	<u>\$37,200.00</u>	<u>\$472.08</u>

The amount stated for accounts receivable was in agreement with the total of a listing of the individual accounts. We did not correspond with the debtors for confirmation of the balances due. Since the Association follows the policy of recording income from dues of members and associates only when the payment therefore is received, no asset amount is shown in the balance sheet for unpaid dues.

All ascertained liabilities of the Association at December 31, 1943 have been provided for in the accompanying balance sheet.

A summary of the account of the Committee on Aid to Displaced Foreign Psychologists is presented as follows:

Unexpended balance at January 1, 1943.....		\$130.46
Expenses of the committee for the year 1943.....	\$ 3.38	
Amount recorded as income of the year—upon dissolution of committee.....	127.08	130.46
Balance at December 31, 1943.....	\$	

Expenses of committees of the Association for the year 1943 are summarized in the following:

Committee on Examination Questions.....	\$ 55.00
Committee on Modification of Courses in Psychology produced by the war....	19.90
Committee on Extensions of Secretariat.....	2.17
Committee on New Constitution.....	295.87
	<u>\$372.94</u>
Less amount recorded as income upon dissolution of Committee on Aid to Displaced Foreign Psychologists.....	127.08
Total.....	<u>\$245.86</u>

Deferred income represents the unexpired portion of subscriptions to the various publications of the Association at December 31, 1943. We tested the computations of the Association with respect to the amounts deferred to cover the unexpired subscriptions.

Information submitted to us indicated that certain funds reserved for special purposes were not to be considered a part of the general funds of the Association. The Council has authorized that cash be deposited in a special savings account in the People's Savings Bank in Providence, to be used for post-war reconstruction of psychology. The amount of \$3,181.94 in this account represents the unexpended balance of funds received for the ninth international meeting plus accumulated interest thereon to December 31, 1943. Under the terms of a gift whereby the Association acquired the *Journal of Abnormal and Social Psychology*, any surplus funds arising from its publication are to be used solely for the purposes of that journal. The amount of such surplus funds at December 31, 1943, was determined as follows:

Balance at January 1, 1943.....	\$5,674.83
Less excess of expense over income for the year—as shown by accompanying statement of income and expense.....	1,002.23
Balance at December 31, 1943.....	<u>\$4,672.60</u>

Changes in the account "Assessment from members for maintenance of Office of Psychological Personnel" are next presented:

Balance at January 1, 1943.....	\$ 4,964.50
Collections.....	5,829.49
	<u>\$10,793.99</u>
Amount applied as reduction of expense.....	5,793.99
Balance at December 31, 1943.....	<u>\$ 5,000.00</u>

The balance at December 31, 1943 is to be used to maintain the Office of Psychological Personnel during the year 1944.

Opinion

In our opinion, the accompanying balance sheet and statements of income and expense and net worth present fairly the position of the AMERICAN PSYCHOLOGICAL ASSOCIATION, INC. at December 31, 1943, and the results of its operations for the year, in conformity with generally accepted accounting principles applied on a basis consistent with that of the preceding year.

ERNST & ERNST

Certified Public Accountants

BALANCE SHEET

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

December 31, 1943

ASSETS

Cash

Demand deposit.....	\$24,834.57	
Savings accounts (\$7,854.54 reserved for special purposes).....	32,293.43	
Office cash funds.....	65.00	\$57,193.00

Marketable Securities

U. S. savings bonds—at cost.....	\$30,000.00	
Railroad bonds—at cost.....	7,802.50	\$37,802.50
Accrued interest on bonds.....	472.08	38,274.58

Accounts Receivable

For sales, reprints, printing costs, etc.....	\$ 4,953.21	
Less reserve.....	1,783.11	3,170.10

Inventories

Valuation placed on stock of back numbers of publications.....	1.00	
		<u>\$98,638.68</u>

LIABILITIES AND NET WORTH

Accounts Payable

For printing costs and expenses.....	\$2,090.20	
To authors of Psychological Monographs.....	194.10	
Pay roll deductions—employees income tax.....	505.90	\$ 2,790.20

Contract Payable

Due to Dr. James P. Porter for purchase of Journal of Applied Psychology—payable \$83.33 per month beginning January 31, 1944....	10,000.00	
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Deferred Income

Unexpired subscriptions to:

Psychological Abstracts.....	\$8,219.53	
Journal of Experimental Psychology.....	1,849.16	
Psychological Bulletin.....	2,380.02	
Psychological Review.....	1,720.51	
Journal of Abnormal and Social Psychology.....	1,742.37	
Psychological Monographs.....	2,436.35	
Journal of Applied Psychology.....	2,467.51	20,815.45

Reserved for Special Purposes

Funds to be used for post-war reconstruction of psychology.....	\$3,181.94	
Surplus funds of Journal of Abnormal and Social Psychology.....	4,672.60	
	<u>\$7,854.54</u>	
Assessment from members for maintenance of Office of Psychological Personnel for the year 1944.....	5,000.00	12,854.54

Net Worth

Balance at December 31, 1943.....		52,178.49
		<u>\$98,638.68</u>

STATEMENT OF NET WORTH

AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.

Year ended December 31, 1943

Balance at January 1, 1943.....		\$50,151.99
Add:		
Net income for the year as shown by accompanying statement of income and expense.....	\$1,079.22	
Excess of expense over income of Journal of Abnormal and Social Psychology—charged to reserve for special purposes.....	1,002.23	
	<u>\$2,081.45</u>	
Less portion of net income reserved for special purposes:		
Interest on funds to be used for post-war reconstruction of psychology.....	54.95	2,026.50
Balance at December 31, 1943.....		<u>\$52,178.49</u>

STATEMENT OF INCOME AND EXPENSE
AMERICAN PSYCHOLOGICAL ASSOCIATION, INC.
Year ended December 31, 1943

	Total	Treasurer's Office	Journal of Abnormal and Social Psychology	Psychological Abstracts	Psychological Review	Psychological Bulletin	Journal of Experimental Psychology	Psychological Monographs	Journal of Applied Psychology
INCOME									
Dues:	\$ 4,453.18	\$ 4,453.18							
Members.....									
Associates.....									
Subscriptions:	\$ 5,301.82	\$ 5,301.82							
Members and associates.....	9,972.80			\$ 8,568.00	\$ 922.25	\$1,404.80	\$2,771.00	\$1,152.00	\$1,151.75
Special combination.....	6,920.00		\$ 923.00		2,513.96		4,215.87	985.00	3,905.05
Others.....	21,173.76		2,875.16	3,672.18			1,061.06		601.72
Reprints or prior publications.....	2,955.97		357.04		281.04				
Sale of single copies and back numbers.....	3,733.07		370.16	1,025.99	346.12	438.08	640.04	298.46	614.22
Collections from authors for printing costs.....	1,176.52							1,176.52	
Interest on savings accounts.....	1,449.37		34.99						
Interest on investments.....	958.00	414.38							
Advertisements.....	568.83	958.00		404.69		164.14			
Miscellaneous, including allocation of general income.....	305.98	85.70	11.01	81.50	15.42	59.48	24.23	11.01	17.63
	\$57,969.30	\$11,213.08	\$4,571.36	\$13,752.36	\$4,078.79	\$5,728.15	\$8,712.20	\$3,622.99	\$6,290.37
EXPENSE									
Compensation to employees.....	\$ 5,539.66		\$ 183.39	\$ 3,228.92	\$ 256.75	\$ 990.32	\$ 403.46	\$ 183.39	\$ 293.43
Allowances to officers and editors.....	6,937.84	\$ 2,412.02	425.00	2,770.82	300.00	300.00	400.00	50.00	300.00
Printing costs.....	31,274.93	71.36	4,099.23	6,178.54	3,476.82	4,877.98	6,546.56	2,743.66	3,280.78
Reprints.....	3,364.45	116.57	650.73		454.44	825.74	980.99		335.98
Abstractors and translators.....	445.40			445.40					
Office supplies and expense.....	2,017.72	728.04	47.15	695.60	66.01	254.61	103.72	47.15	75.44
Miscellaneous, including allocation of general expense.....	1,356.18	89.90	101.93	350.59	76.41	301.36	101.28	200.09	134.62
Yearbook.....	931.87	931.87						99.00	
Payments to authors.....	99.00								
Provision for doubtful accounts.....	943.31		66.16	288.46	64.97	13.46*	107.95	172.91	256.32
Professional services.....	504.50	342.90							161.60
Annual meeting expense.....	36.57	245.86							
Committee expense.....	245.86								
Office of Psychological Personnel (after deduction of contributions of \$5,793.99).....	3,172.79	3,172.79							
	\$56,890.08	\$ 8,147.88	\$5,573.59	\$13,958.33	\$4,695.40	\$7,536.55	\$8,643.96	\$3,496.20	\$4,838.17
	\$ 1,079.22	\$ 3,065.20	\$1,002.23*	\$ 205.97*	\$ 616.61*	\$1,808.40*	\$ 68.24	\$ 126.79	\$1,452.20
NET INCOME.....									

* Indicates negative amount.

BUDGET FOR 1945

TREASURER'S OFFICE

Estimated Income

Dues (M, \$6.00; A, \$2.00).....	\$ 9,600.00
Subscriptions	
Abstracts.....	10,800.00
Bulletin.....	3,600.00
Interest.....	1,400.00
Sale of Yearbooks and Programs.....	
Assessment (\$2.00 per Member and Associate, allowing for 50 who do not pay it.).....	7,100.00
	<hr/>
	\$32,500.00

Estimated Expenses

Subscriptions	
Abstracts.....	\$10,800.00
Bulletin.....	3,600.00
Office Supplies and Expense.....	500.00
Telephone and Telegraph.....	100.00
Printing.....	500.00
Proceedings.....	600.00
Yearbook.....	1,500.00
Treasurer's Bond.....	100.00
Secretary's Stipend.....	3,000.00
Treasurer's Stipend.....	400.00
Auditing Accounts.....	375.00
Incidentals, Annual Meeting.....	300.00
Intersociety Color Council.....	25.00
Membership in American Council on Education.....	10.00
Membership on National Council of Rehabilitation.....	25.00
Program Committee.....	50.00
Office of Psychological Personnel.....	10,000.00
Committee on the Constitution.....	600.00
Election Committee.....	200.00
Board of Editors, traveling expenses.....	300.00
Contingency Fund.....	1,500.00
	<hr/>
	\$34,485.00

PROCEEDINGS OF THE FALL MEETING OF THE ROCKY
MOUNTAIN BRANCH OF THE AMERICAN
PSYCHOLOGICAL ASSOCIATION

LILLIAN G. PORTENIER, UNIVERSITY OF WYOMING

The Rocky Mountain Branch of the American Psychological Association met in conjunction with the Colorado-Wyoming Academy of Science at Denver University, Oct. 14, 1944. This was the first meeting of the organization since Nov. 8, 1941. Meetings were dispensed with during the interim due to wartime stringency and restrictions on travel.

PROGRAM

Saturday morning, October 14, 1944

MARTHA LOU LEMMON, Colorado College, Acting Chairman
Mechanical Aptitudes of University Women. LILLIAN G. PORTENIER,
University of Wyoming.

The Amount and Locus of Transfer in Relearning a Perceptual-Motor Task. MIRIAM E. CROWLEY, Cheyenne, Wyoming.

The Empirical Distinction between Selfish and Unselfish Behavior. PAUL
CRISSMAN, University of Wyoming.

Limitations of Electroencephalography. L. I. O'KELLEY, U. S. Army.

W. A. BLAKLEY, Colorado College, and LILLIAN G. PORTENIER, University of Wyoming, who attended the meeting of the American Psychological Association held at Cleveland, Ohio, in September, reported on activities and problems considered at the meeting. Special attention was given to the proposed fusion of the AAAP with the APA, the problem of rehabilitation of returning war veterans, and the reciprocal adjustments of citizens and soldiers.

Following the program, a business meeting with election of officers was held: *President and Chairman, 1944-1945*, L. W. MILLER, University of Denver; *Executive Secretary-Treasurer, 1944-1947*, LILLIAN G. PORTENIER, University of Wyoming.

PSYCHOLOGY AND THE WAR

Edited by
DONALD G. MARQUIS

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VETERANS ADMINISTRATION VOCATIONAL TRAINING PROGRAM: PROCESSING PROCEDURES USED BY THE COLLEGE OF THE CITY OF NEW YORK

DANIEL F. BROPHY AND LOUIS LONG
College of the City of New York

Veterans Administration. In the year 1921 all those governmental agencies which were concerned with the handling of the affairs of disabled veterans of all our wars were combined under one organization which was called the Veterans Bureau. In 1931 the functions of this Bureau were extended to cover the affairs of all veterans, whether or not disabled, of all our wars. Brigadier General Frank T. Hines was appointed Administrator of Veterans' Affairs and this new agency under him was called the Veterans Administration. As part of its activities it operates veterans' hospitals, adjusts and pays pension claims of veterans, represents the veteran in all matters which concern him which arise in the course of government business and administers the Veterans Rehabilitation Program. This last activity deals with the re-training and re-employment program outlined in the Baruch Report for which provision is made under Public Laws 16 and 346.

Public Laws 16 and 346. Public Law 16 provides for the extension of educational and training opportunities to all disabled veterans whose disability prevents the resumption of a previous occupation, or whose abilities are not effectively utilized in a field of employment in which the veteran is now, or was previously engaged. To help decide upon a new educational or job objective and to establish the feasibility of the proposed objective, the Veterans Administration has set up a screening process of which all disabled veterans making claims under Public Law 16 must avail themselves. In the event that the proposed objective is approved, the veteran is entitled to training or education for a period of not more than four years. The government agrees to pay tuition and

fees for this training up to \$500 a year. It also provides a living allowance over and above the disability allowance which is determined according to the family status of the veteran.

The so-called G.I. Bill or Public Law 346 permits any veteran whose education has been interrupted to resume his education at government expense. Under this law the veteran is entitled to one year of training plus an equivalent of the number of months which the veteran has spent in service. Allowance is not made, however, for those months which the veteran may have spent either in the Army Specialized Training Program or in the Navy College Training Program since these programs were regarded as an extension of a serviceman's college education. Any veteran who entered the service below the age of 25 is presumed to have had his education interrupted. All veterans of whatever age who have served at least 90 days (not ASTP, NCTP, or academies), between September 16, 1940 and the termination of the war or who have been discharged in less than 90 days because of service-incurred disability and who have been discharged for reasons other than dishonorable, are entitled to one calendar year of refresher or retraining course. To help these veterans reach a decision with regard to an educational or occupational goal, the screening facilities mentioned in the previous paragraph are available but the veteran is not obliged to make use of them under this Law as he is under Public Law 16. The maximum number of months for training under this program is 48 and the maximum tuition and fees which may be paid for any one year is \$500. A subsistence allowance is made in this case also.

Responsibilities of Screening Center and Regional Office. The screening and advisement process set up by the Veterans Administration was in the beginning operated by personnel of Veterans Administration itself. It soon became apparent, however, that for various reasons it would be necessary to get additional help. In the first place the number of discharged veterans was increasing at so rapid a rate that too heavy a burden was thrown upon the Veterans Administration staff and there were so few competent, trained advisors available that the securing of additional staff was extremely difficult. The officials of the Veterans Administration recognized the fact that there was a psychological advantage to be gained by using trained staffs in educational institutions which had existing educational and vocational advisement programs. They felt that both the general public and the veteran himself would much more readily accept screening by these organizations. Accordingly, negotiations were begun with various institutions to set up advisement centers of this type and the first of these was opened at the College of the City of New York on June 26, 1944. It was expected that this Center would be operated as a "pilot" unit where difficulties in the

existing program could be discovered and worked out. Our experience at the College has indicated that the understanding and cooperative attitude on the part of Veterans Administration officials in modifying procedures and correcting errors justifies an optimistic attitude toward the ultimate success of the program.

In undertaking this program, the personnel Bureau at the College of the City of New York agreed to deal with the following phases of the work:

1. The accomplishing of the necessary Veterans Administration forms.
2. The determining of the disabled veteran's need for training under Public Law 16.
3. The counseling of the veteran on job objectives.
4. The administering and interpreting of psychological and aptitude tests and questionnaires.
5. The recommending of a specific job or educational objective for the veteran.

The phases of the program for which the Regional Office of Veterans Administration is responsible are the following:

1. Receiving and approving the veteran's application for training.
2. Scheduling of the veteran for his appearance at a screening center.
3. Collecting and making available to the screening center all records, forms, medical reports and summaries concerning the veteran.
4. Approving the job objective selected by the screening center.
5. Selecting an institution or training organization at which the training is to be given. (This applies particularly to the disabled veteran.)
6. Following up the veteran's progress in training.
7. Aiding the veteran in finding placement after the completion of his training.

Eligibility. The discharged veteran who has any service-incurred disability which he believes will prevent him from returning to his previous occupation or which may be aggravated by the resumption of his previous occupation, or which prevents him from undertaking work at a level at which his other abilities would normally cause him to seek employment, may apply to the Regional Office of Veterans Administration for training under Public Law 16. In making application he fills out Veterans Administration Form 1900. After the application has been reviewed and approved, the veteran is asked to indicate whether he is ready to go through the screening process immediately or whether he prefers to defer action to some later date. Under the Law he may apply at any time within two years after the date of his discharge or two years after the termination of the war, whichever is the later. If the veteran elects immediate screening an appointment is made for him at the screening center.

A discharged veteran with no service-incurred disability who wishes to apply for training or for the continuation of his education under

Public Law 346 makes application to the Regional Office of Veterans Administration on Form 1950. It is possible, however, for a veteran in this case to apply directly to an educational institution. In the event that his application for admission to the institution is accepted he must then send a photostatic copy of his discharge papers and the acceptance by the particular institution to the Regional Office of Veterans Administration for approval. If the veteran is eligible, the institution approved and the project reasonable, the Veterans Administration merely gives formal approval and undertakes to pay for the course. A discharged veteran in this class may avail himself of the services of a screening unit to help him determine on an educational or occupational goal merely by appearing at the screening center with his certificate of eligibility for training. At such time he is placed upon a schedule in exactly the same manner as the disabled veteran and a description of subsequent steps applies equally well to either.

Steps in screening process. At the first interview in the screening process all necessary information concerning the veteran's family status, his educational background, his occupational background, his hobbies and interests, and any other pertinent factual material which will enable a vocational appraiser to aid the veteran in deciding upon an objective is elicited by an interviewer who records the data on Form 1902. When the point in the interview is reached at which a decision must be made as to whether or not intelligence tests, aptitude tests or questionnaires of various types should be used to help decide upon an objective, the interviewer refers the veteran to the vocational appraiser. The vocational appraiser reviews the data recorded on Form 1902 and if he feels that test results are needed, selects the specific tests to be given. At the same time he determines whether or not the veteran is legally entitled to training under Public Law 16. In other words, he establishes the "need" for training which requires the filling out of Form 1902a. Need for training cannot be established if the veteran is employed in a type of work that does not aggravate his service-incurred disability unless the veteran is working at an occupational level not commensurate with his ability. If there is no need for vocational training, the veteran is immediately referred back to the Veterans Administration's Vocational Advisor. When the veteran is not interested in training at the time, or vocational training is considered medically infeasible, a similar procedure is followed. If the Veterans Administration's Vocational Advisor agrees with the finding of "no need" he explains the situation to the veteran, explains the veteran's rights under the Law and makes such additional efforts in the veteran's behalf as attempting to obtain additional medical aid, appropriate employment, or such other action as the particular situation requires.

When "need" is established and particular tests have been decided upon, an appointment is made in the Test Section. There a psychometrist, familiar with the administration of all of the tests available in the screening center, gives the test to the veteran and arranges to have the test scored. When the test score is ready, the veteran is returned to the vocational appraiser. At this time the test results are discussed with the veteran and occupational possibilities are considered. Information about vocations is supplied and training facilities are discussed. The veteran is informed about training allotments, the length of the training period, the type of training, etc.

When the veteran and the appraiser agree on a particular job objective Form 1902b is executed by the vocational appraiser and the veteran is referred back to the Veterans Administration's Vocational Advisor who reviews the recommendation. This Form 1902b contains a step by step record of the reasoning processes which enter into the choice of the occupational objective. If this advisor agrees with the recommendation of the appraiser, the veteran is then turned over to Veterans Administration's Training Officer with whom the details of selecting a training institution, signing the contract, etc. are worked out. If the veteran is undertaking the training under the provisions of Public Law 16 this training officer is also responsible for following the veteran's progress throughout the training period, but if the training is undertaken under the provisions of Public Law 346 no such check-up is required. In either case, however, a report from the institution at which the training is given that the veteran is not pursuing the training successfully will cause the Veterans Administration officials to terminate the training.

Personnel. In carrying out the various steps of the procedure described above personnel of two professional levels have been used in addition to the clerical staff. Those who collect background information (age, education, work experience, interests, etc.) are of the graduate student level. They have obtained their Masters degrees in Psychology or Education and have had considerable experience as interviewers. While intelligent interviewers with less formal education can, if properly trained, do an effective job in conducting this initial interview, it must be clearly understood that it is not simply a routine clerical task. The mental set of the veteran toward the whole screening process can very easily be affected in this initial step and individuals with superior ability should be preferred. Persons at this level also administer the individual and group tests and questionnaires assigned to the veterans. At our own Center at the start of the program, the same four individuals were responsible for both interviewing and testing. Experience has indicated, however, that it is advisable to have a separate group for each of these tasks.

The work of appraising the occupational possibilities of the veteran, assigning tests to be administered, interpreting test results, giving counsel to the veteran, determining the need for vocational training, and setting the final job objective is done by experienced psychologists who possess the Doctorate and have had at least five years of experience in advisement. The veterans encountered in the program to date range from 17 years to 50 years in age. Their educational backgrounds vary from a few years of primary school to several years of post graduate work. The degree of service-incurred disability ranges, on the physical side, from severe cases of pes-planus to the loss of both arms, hearing, and the sight of one eye, on the part of one man, and in the mental realm, from minor neurotic disturbances to moderately severe psychotic disorders. The range in their social levels, cultural levels and previous occupational experience is in each case almost as wide. Under these circumstances it is obvious that even the best possible preparation can be all too meager for the undertaking of advisement. It is our belief that entrusting the work of actual advisement to those with more limited educational and experience backgrounds may accomplish much more than merely provide the veteran with inadequate and inept guidance. It may be dangerous from the point of view of the veteran himself, it may jeopardize the success of the Veterans Administration Project, and reflect discredit upon the whole guidance movement. Extreme care in preparing forms which have all of the appearance of accurate instruments for guidance procedures cannot possibly make up for a deficiency of sound judgment, adequate preparation and extensive guidance experience. At the City College Unit four senior appraisers devoted their entire time to this part of the work.

Tests. The Veterans Administration has as yet published no official list of tests which should be available at any center. For that reason, reasonably well-known commercial tests were selected. The limitations of many of the tests included in the list are clearly realized and failure to include numerous other very satisfactory tests is also recognized. It was necessary, however, to set up quickly a supply of tests readily procurable which would meet our anticipated needs. The norms used in each case are either those supplied by the publisher of the test or those found in the literature. It is expected that local norms will be prepared as soon as the number of cases tested is sufficiently large to permit it. In assigning tests to any particular veteran, selection is made with his own background and interests in mind. No attempt has been made to establish test batteries according to types. The wide variation in background, interests and abilities encountered in those veterans who have appeared thus far precludes the possibility of setting up any such batteries. The following tests are available for use at this Center:

ACE Psychological Examination (Thurstone)	Iowa Silent Reading Test—Advanced Test—Form AM
Army Alpha, Modified Form 9	Kuder Preference Record—Form BB
Revised Beta Examination (Kellogg & Morton)	MacQuarrie Test for Mechanical Comprehension
Bell Adjustment Inventory	McAdory Art Test
Bellevue-Wechsler Intelligence Scale	Meier Art Judgment (Revised)
Bennett, Test of Mechanical Comprehension	Revised Minnesota Paper Form Board
Bernreuter, Personality Inventory	Minnesota Rate of Manipulation Test
*Carnegie Pre-Engineering Inventory	Minnesota Reading Examination for College Students
Test 1—General Verbal Ability	Minnesota Spatial Relations Test
Test 2—Technical Verbal Ability	Minnesota Test for Clerical Workers
Test 3—Ability to Comprehend Scientific Material	Ohio State University Psychological Test—Form 21
Test 4—Ability to Do Quantitative Thinking	Otis Quick Scoring Mental Ability Test (Alpha, Beta, Gamma)
Test 5—Ability to Comprehend Mechanical Principles	Personnel Test (Wonderlic)
Test 6—Spatial Visualizing Ability	Porteus Maze, Vineland Revision
Color Blindness Test (American Optical Co.)	Psycho-Somatic Inventory (MacFarland & Seitz)
Cooperative English Test—Form R	Purdue Peg Board
Cornell Selective Index	Rorschach Psychodiagnostik
Cooperative General Achievement	Seashore Measures of Music Talents
Test I: Social Studies	Sones-Harry High School Achievement
Test II: Natural Science	Stanford-Binet Tests of Intelligence (Revised)
Test III: Mathematics	Stanford Scientific Aptitude Test (Zyve)
Cooperative French Test (Advanced Form Q)	Stanford Achievement Tests (Primary, Intermediate and Advanced Batteries)
Cooperative German Test (Advanced Form Q)	Strong Vocational Interest Blank
Cooperative Italian Test (Experimental Form Q)	Thurstone, Examination for Clerical Work
Cooperative Spanish Test (Advanced Form Q)	Whipple, High School and College Reading Test

Reference materials. In the course of the interviewing and advisement procedure the reference materials listed below are regularly used by staff members. The sources from which they have been obtained are also indicated.

Veterans Administration's Manual for Vocational Advisement. (Veterans Administration)

Copies of Public Laws 16 and 346. (U. S. Gov. Printing Office)

Medical Dictionary.

Dictionary of Occupational Titles: Parts I, II, IV and Supplement. (War Manpower Commission)

Job Family Series. (War Manpower Commission)

Job Descriptions. (U. S. Employment Service)

* By special arrangement made with Dr. Kenneth Vaughn

Interviewing Aids. (War Manpower Commission)
Special Aids for Placing Navy Personnel in Civilian Jobs. (War Manpower Commission)
Special Aids for Placing Army Personnel in Civilian Jobs. (War Manpower Commission)
Army's Occupational Dictionary. (War Department, A.R. 615-26)
Army's Technical Manual dealing with Interpretation of Army Test Scores (Technical Manual, Personnel Classification Tests, War Department, TM 12-260)
Operations Manual for Placement of the Physically Handicapped. (U. S. Civil Service Commission)
Directory of Opportunities for Vocational Training in New York City. (Vocational Service for Juniors, New York City)
Catalogs from various schools. (Especially local schools and colleges)
General books and articles on tests, relationship between occupations and handicaps, etc.

Local experience. During the first three months (from June 26th to September 25th) 487 cases were sent to the Screening Unit at the College and 431 of these were completed. The remaining 56 cases were in various stages of processing at the end of the period. Some of these remaining cases had evidently abandoned the idea of going through the screening procedure for several weeks had elapsed since their last appearance at the Center though attempts had been made to have them return. The time necessary to complete a case varies greatly. A few are completed within one day. A few, for whom credentials or other data must be obtained, take as much as three weeks though they do not appear at the Center each day during this time. For the average case three full days are needed. No attempt to complete a case within one day is made since screening is done much more efficiently if background data are collected and decision on tests to be given is made on the first day. On the second day tests are administered and corrected. On the third day the test results are discussed and a job objective arrived at. A tabulation of the first 185 cases referred to the Center, shows an average of two tests or questionnaires given in each case with a range from none to seven tests. In 73% of the cases training was recommended. Another 17% was not recommended for training because the individuals were found not to need training, were not interested in training at the moment, or seemed to need medical care before entering the training program. In the remaining 10%, the counseling process had not been completed.

The attitude of the veteran as to whether or not the advisement procedure through which he has passed has been of value to him may have the effect of inducing other veterans to make use of the advisement procedure or to avoid it and in this way affect the program to a certain extent. Its ultimate success or failure, however, must be dependent upon the long range results of the advisement and several years may elapse before final evaluation can be made. While waiting for this verdict, those engaged in this work must make every effort to perfect procedures and to use personnel in the guidance program who can give to the veteran, psychological and vocational guidance of the highest calibre.

BOOK REVIEWS

BARKER, R. G., KOUNIN, J. S. & WRIGHT, H. F. (Eds.) *Child behavior and Development*. New York: McGraw-Hill, 1943. Pp. viii + 652.

The 35 studies contained in this volume were selected partly upon the recommendation of members of the Society for Research in Child Development and partly through the exercise of the editors' judgment. Each of the 110 members of the Society was asked to list the six studies of child behavior and development which it would be most desirable to include in a book of basic reading material for college students. The editors hoped that such a volume might find use as central rather than collateral reading in child psychology courses. For any one area of child psychology they used the studies most frequently nominated by the 52 respondents. Editorial judgment was used mainly to give representation to areas which in the editors' estimation had been neglected by the respondents. Most of the studies were performed during the past 10 years and almost all of them within the past 15 years.

Each research is reported by the original investigator in the manner usually followed in scientific journals. Though the original book or monograph is necessarily abbreviated, each study is presented in sufficient detail so that the reader can evaluate the soundness of the conclusions for himself. Almost throughout the book volume, the reader can feel that he is actually participating in the research process.

After an initial chapter on the history and future of research in child psychology (Frank), there follow studies of the foetus (Hooker), the neonate (Irwin), and of conditioning (Wenger) and prehension (Halverson) in infants. These are followed by studies of language development (McCarthy), intellectual growth (Bayley, Deutsche, F. M. Freeman, Flory, and Kounin), and of the Stanford-Binet scales for measuring intelligence (Terman and Merrill). Gesell and Thompson describe their classic experiments on learning and maturation in identical infant twins, Olson and Hughes present statistical summaries of important aspects of child growth, and Terman shows the mental and physical traits of a thousand gifted children. Three researches are devoted to the effects of pre-schools (Wellman), foster-families (Burks), and foster homes (Skodak) on intellectual growth as determined by intelligence tests. Macfarlane presents a study of some of the environmental factors influencing personality development and Jersild reproduces his investigations of children's fears.

Most of the last 15 researches are in social settings and should be of as much interest to the social as to the child psychologist. Many of these researches represent systematic observations in complex situations, either actually in real life or closely approximating real life. The wide range covered by these studies can perhaps best be indicated by listing their contents. Lois Murphy writes on the manifestations of sympathy in the nursery school child, Escalona on play and substitute satisfactions, Wright on the effects of barriers on the strength of motivation, Levy on sibling rivalry, Erikson on clinical studies in childhood play, Keister on the behavior of young children in failure, Barker, Dembo, and Lewin on frustration and regression, Harold Anderson on domination and socially integrative behavior, Lippitt and White on democratic, authoritarian, and laissez-faire children's groups, Parten and Newhall on the social behavior of pre-school children, Jennings on personal attractions and repulsions as measured by sociometric techniques, Caroline Tryon on the evaluation of adolescent personalities

by adolescents themselves, Sanford on personality patterns in school children, Harold Jones on the development of a specific adolescent, Davis on child training in different Negro social classes, and Dennis on the Hopi child.

Taking the book as a whole, the reader cannot fail to be impressed by the variety and high scientific quality of the methods devised by child psychologists, by the number of significant and complex aspects of child behavior illuminated by those methods, and by the practical usefulness of many of the conclusions reached. Child psychology has marched ahead vigorously and explored many new regions during the decade and a half in which most of these researches were conducted. Gone are the days when the scientist timidly investigated the simplified reactions of a child to an isolated stimulus. Most of the researches in this book are devoted to the study of the reactions of the whole child to whole situations.

There may be disappointment, however, at the paucity of basic principles and hypotheses valuable in understanding and predicting child behavior. Systematic and comprehensive investigations of the role played in child development by the conditioned response and other principles of learning, for instance, are conspicuous chiefly by their absence. Little attention is paid to the general circumstances under which child learning occurs and to the principles, other than maturation, determining the transformation of the predominantly diffuse behavior of the infant into the specific behavior patterns of the older child. (An exception to this statement is Davis' study of child training in various Negro classes; one senses a consistent theory of learning behind this study.) Research in child psychology seems to be mainly a matter of sinking exploratory shafts more or less indiscriminately here and there into child nature as new techniques come to hand, or of developing procedures and conclusions of immediate practical usefulness in current situations.

It is possible that the editors' aim of creating in college students an appreciation and understanding of the research process might more effectively be attained by a description of the methods used in modern child psychology, followed by a few well chosen researches to illustrate those methods. Does the college student have either the time or the inclination to examine the scientific basis for *each one* of the studies in child psychology whose results might contribute significantly to his education? The detailed and occasionally repetitious description of techniques has compelled the omission, as the editors themselves admit, of investigations "many of them certainly equal in merit and significance to those in the final selection." For these reasons, the reviewer is inclined to feel that though this book contains significant researches of high scientific caliber, it is more likely to find its place as an excellent, convenient, and much needed reference book in child psychology, than as a well unified and adequately inclusive basic text.

CLARENCE LEUBA.

Antioch College.

KASANIN, J. S. (Ed.). *Language and thought in schizophrenia*. Collected papers, with a preface by Nolan D. C. Lewis. Berkeley and Los Angeles: Univ. Calif. Press, 1944. Pp. xiv + 133.

This book contains eleven papers by nine different authors. The editor, Dr. J. S. Kasanin, of the University of California Medical School, is best known as co-author with Dr. Eugenia Hanfmann of the monograph "Conceptual Thinking in Schizophrenia." He has been influenced particularly by the Russian in-

vestigators, Luria and Vigotsky. With the exception of S. J. Beck, Ph.D., all the authors represented in the book are medical men.

It is to be realized, of course, that a slender volume of this sort has certain limitations, since it is made up of short papers by several different writers, each concerned with a particular aspect of, or approach to, a complex problem. For this reason, it is necessarily somewhat sketchy, limited in scope and more or less loosely organized. In order to evaluate it adequately, one needs a considerable fund of information beyond that which it contains, because none of the authors supports or qualifies his position with very much detail. The data presented are for the most part illustrative and suggestive rather than rigorous and comprehensive. Moreover, certain noteworthy approaches to the problem treated are not considered. Among these are the statistical methods of language analysis represented by the work of Zipf, Skinner, Carroll, and others; procedures involving intelligence tests, certain language tests and a number of projective techniques; and the systematic approach to language behavior study provided by general semantics. Another book as large or larger, and doubtless as significant, as this one could be made up of papers dealing with approaches not covered in this one. Whether or not these statements are to be construed as criticism is beside the point; they are offered simply as statements of the book's obvious limitations—limitations of which the editor is undoubtedly aware, and of which the reader should be clearly cognizant.

With these limitations recognized and granted, it is to be said with considerable emphasis that this little book fills an important need. It provides a stimulating introduction to a problem of great significance not only to psychiatrists but also to psychologists and to all other students of language behavior.

In the preface Nolan D. C. Lewis gives a concise summary of the language aspects of schizophrenia as he sees them, pointing out the influence of the structure of one's acquired language upon one's modes of thought, and emphasizing that language is to be interpreted as a function of the situation in which it occurs. Harry Stack Sullivan presents some incisive observations concerning language as a cultural phenomenon.

Kurt Goldstein compares the responses of schizophrenics and of patients with cortical lesions to his well-known sorting tests. He contends that schizophrenics are deficient in so-called abstract thinking; their language is unduly restricted in meaning to its specific situational context. Kasanin discusses the failure of generalization in schizophrenic thinking as indicated by the Vigotsky test, which requires classification of blocks of different sizes, shapes and colors. On the basis of tests in which the subject is required to verbalize causal relationships, Norman Cameron distinguishes eight features of schizophrenic thinking. John D. Benjamin presents some intriguing data obtained by asking patients to interpret proverbs, data which indicate a striking literalness in the schizophrenics' interpretations.

S. J. Beck reports illustrative Rorschach data obtained from schizophrenic patients, and contends that such patients do not have rich fantasy lives—the simply make perceptual and judgmental errors. E. Von Domarus discusses the logical forms of schizophrenic thought.

In this reviewer's opinion, the most provocative paper is that of Andras Angyal, who emphasizes the schizophrenic's tendency to identify or confuse the realms of imagination and reality, to drift freely "from one semantic stratum into another." He calls particular attention to the schizophrenic's inability to deal with systems or patterns of relationships.

In a concluding chapter Kasanin summarizes the papers of the various contributors. He says, "We all agree that the most important cause of disturbances in the thought and language of schizophrenia is the disarticulation of the patient from his social context."

It is not to be missed that none of the writers rigorously differentiates "thought" from "language." In spite of this and the other limitations mentioned, the book should prove of considerable value in stimulating the refinement of theoretical formulations and investigative procedures.

WENDELL JOHNSON.

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SALTER, ANDREW. *What is hypnosis?* New York: Richard R. Smith, 1944. Pp. vi+88.

This slender volume of less than one hundred pages is obviously popular in tone despite the author's attempt to convey authority by copious reference to the work of other psychologists. As he states in his preface, "They will be bewildered to see their work considered here with mine."

In the first two chapters Salter establishes his hypothesis that hypnosis is a special instance of verbal conditioning. He concludes, "Hypnosis now remains merely a term of convenience. It is all conditioning, and when this is constantly kept in mind hypnosis, or conditioning, becomes an instrument of the most fantastic power, and the person under treatment needs neither faith, nor hope, nor confidence for satisfactory psychotherapy." The next two chapters relate some loosely connected but interesting phenomena observed in the author's "experiments." The final chapter is an appendix containing a reprint of an article on techniques of autohypnosis previously published in the *Journal of General Psychology*.

Salter's book raises a question; it does not answer it. It is unfortunate that Salter's treatment of his subject is not such as to lessen the ill repute in which hypnosis is currently held.

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Newport, Rhode Island.*

NOTES AND NEWS

GEORGE SIDNEY BRETT, dean, School of Graduate Studies, University of Toronto, died, Oct. 27, 1944, at the age of sixty-four years. Dr. Brett, a philosopher, specialized in the history of psychology, a field in which he wrote many books and articles.

THERMAN K. SISK, dean and professor of psychology, State Teachers College (Livingston, Ala.) died recently at the age of sixty-six years.

MAURICE J. NEUBERG, director of personnel and professor of Education at Wittenberg College (Springfield, Ohio), died on Feb. 10, 1944.

E. RUTH KELLOGG, school psychologist at the Illinois School for the Deaf (Jacksonville, Ill.) died on Feb. 17, 1944.

The death is announced of I. HUANG, professor of psychology at the National University of Chekiang, Tsunyi, Kweichow, China.

CAROLINE TAYLOR has been appointed to the faculty of the department of psychology, Newcomb College, Tulane University.

CLAUDE M. DILLINGER, formerly associate professor of psychology, Southwest Missouri State Teachers College (Springfield) has been appointed to the faculty at Illinois State Normal University (Normal, Ill.).

Pi Lambda Theta, the National Education Association for Women, announces two awards from the Ella Victoria Dobbs Fellowship Fund, of \$400 each to be granted on or before August 15, 1945, for research on the "Professional Problems for Women." Three copies of the complete research report are to be submitted to the Committee on Study and Awards by July 1, 1945. Information concerning the awards and the form of the final report may be obtained from MAY SEAGOE of the Committee on Studies and Awards of the University of California at Los Angeles, California.

The appointment of a civilian Board of Consultants to act in an advisory capacity to the Army's recently created Correction Division for military prisoners, has been announced by the War Department. The Board is composed of recognized authorities in the field of penology. Also serving on it is AUSTIN H. MACCORMICK, Consultant to the Under Secretary of War in matters relating to military penology. Directed by Colonel Rushton, the Correction Division of the Office of The Adjutant General has staff supervision over the Army's six rehabilitation centers and five disciplinary barracks, as well as installations for the detention and rehabilitation of general and garrison prisoners in overseas theaters of operation. The mission of the rehabilitation and detention centers is to restore to honorable status in the Army those prisoners who demonstrate their fitness for further service, and to provide those to be discharged because of their unfitness a program of training which will help them to meet more successfully the duties and obligations of citizenship.

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